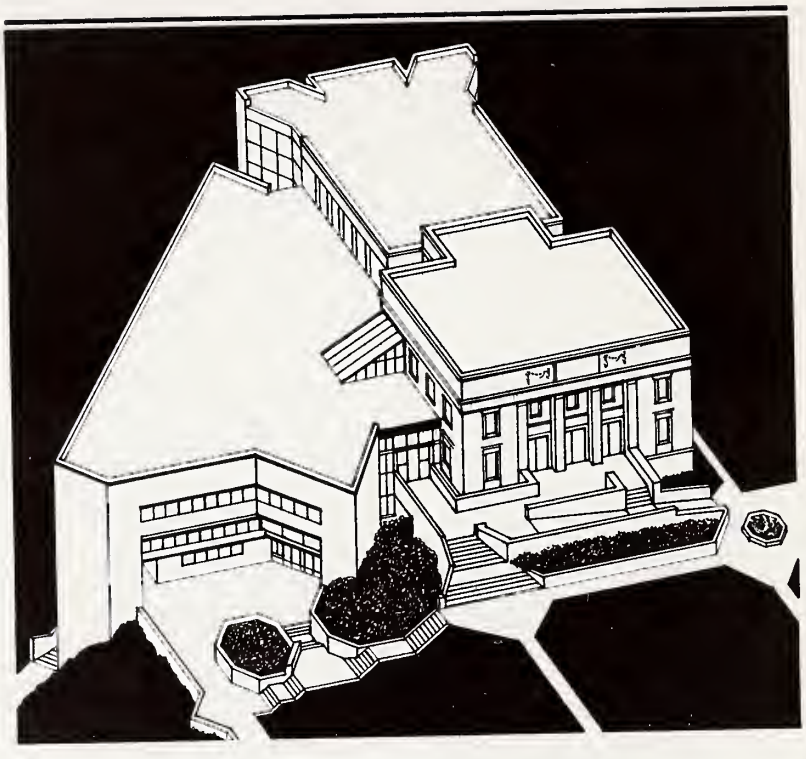


THE DENISON UNIVERSITY LIBRARIES

SEELEY G. MUDD LEARNING CENTER

WILLIAM HOWARD DOANE LIBRARY

Digitized by the Internet Archive
in 2013

http://archive.org/details/catalog1985deni

# UNIVERSITY

# CATALOG
# 1985-87

# Statement of Objectives

Denison aspires to be a community of intellectual excellence and moral ideals.

Denison intends that its students educate themselves with the aid of a faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with an opportunity to gain proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of human beings, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.

### Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison is certified by the Ohio Board of Regents to grant four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The Department of Music is a liberal arts member of the National Association of Schools of Music.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, and several additional national and state associations.

### Nondiscrimination Policy

Denison University does not engage in discrimination in its educational, student life, and employment policies against students, prospective students, employees, or prospective employees, on the basis of race, color, religion, age, personal handicap, sex, sexual preference, veteran status, and national or ethnic origin.

The University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, the Veterans Readjustment Act of 1974, and all other applicable federal, state, and local statutes, ordinances, and regulations.

### Please Note

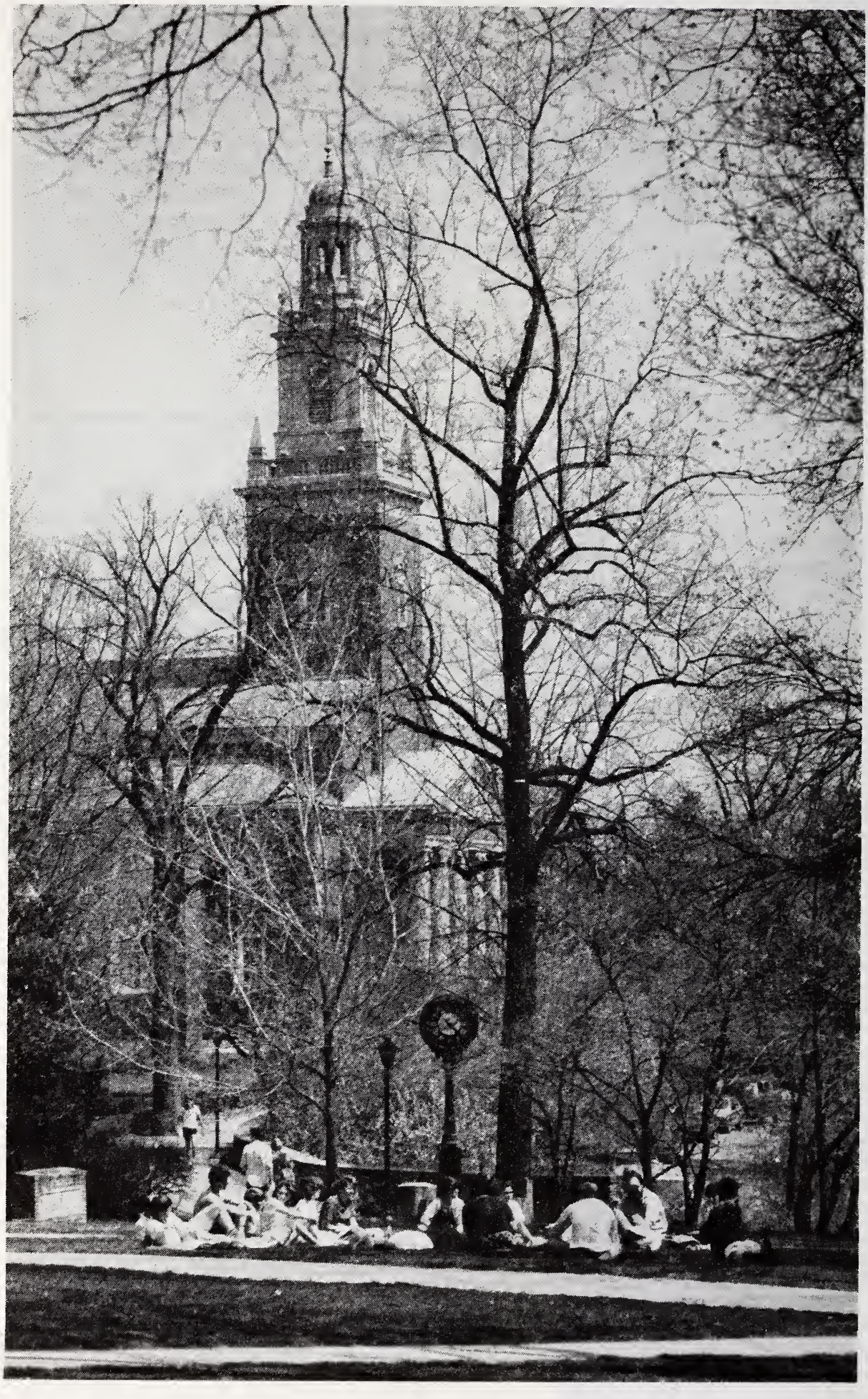
The policies and practices outlined in this publication may be revised, revoked, or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

90009623

# Catalog
# Denison University
# 1985-87

## Contents

Plan of Study, 3
Educational Planning & Advising, 15
The Comprehensive, 15
January Term, 16
The Common Hour, 16
Special Academic Projects, 16
Registration & Academic Regulations, 18
Annual Costs, 26
Safety Glasses Requirement, 32
Admissions Information, 34
Financial Aid Information, 38
Interdepartmental Programs, 53
Interdepartmental Courses, 54
Black Studies, 56
Classical Studies, 60
Educational Studies, 64
French Area Studies, 68
Latin American Area Studies, 70
Women's Studies, 73
Pre-Professional Programs, 77
Off-Campus Programs, 80
Departmental Majors, 82
Art, 82
Astronomy, 86
Biology, 87
Chemistry, 93
Dance, 97
Economics, 100
Education, 104
English, 108
Geology and Geography, 113
History, 117
Mathematical Sciences, 122
Modern Languages, 127
Music, 135
Philosophy, 139
Physical Education, 144
Physics, 154
Political Science, 158
Psychology, 163
Religion, 169
Sociology/Anthropology, 173
Speech Communication, 178
Theatre and Cinema, 182
College Lists, 188
Index, 199
Calendar, Inside Back Cover



# Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of General Education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

☐ earned 127 semester hours of credit;

☐ earned a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;

☐ taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;

☐ majored in some area — either in a department, a program, or an individually-designed area;

☐ successfully completed a comprehensive experience in certain major fields;

☐ successfully participated in at least two January Terms;

☐ resided at Denison for at least six semesters (Transfer students: four semesters and/or a minimum of 60 hours of courses).

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

## Degrees Available at Denison

### Bachelor of Arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number of* credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

### Bachelor of Science

A candidate for the Bachelor of Science Degree may pursue coursework in any of the following fields: Biology, Chemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

### Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts Degree will major in art or theatre and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

Including two Freshman Studies courses, candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from general education courses outside the fine arts, including one course each in the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art.

Successful completion of two January Terms is required.

### Bachelor of Music

A student choosing to be a candidate for the Bachelor of Music degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year. The program will be planned with a departmental adviser.

In addition to two Freshman Studies courses, candidates for the Bachelor of Music degree in Applied Music, Theory Composition, and Music Education must include in their programs one course from each of the following areas: Textual Inquiry, Critical Inquiry, Social Inquiry, Artistic Inquiry (other than music), Global Studies, and Scientific Inquiry. A minimum of three credit hours must be taken in each area. In addition, candidates must satisfy the foreign language requirement.

Successful completion of two January Terms is required.

## Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

### Highest Honors

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

### High Honors

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

### Honors

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

## General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

### ☐ Freshman Studies:

Each freshman is required to complete successfully two Freshman Studies courses during the first year. One of these must be Freshman Studies 101, "Words and Ideas," or its equivalent. The second requirement can be: Freshman Studies 102, "Aesthetic Inquiry and the Human Condition;" Freshman Studies 103, "Scientific Inquiry and the Human Prospect;" Freshman Studies 104, "Critical Inquiry and Human Existence;" or Freshman Studies 105, "Historical Inquiry and the Human Condition. See page 9 for a complete description of the Freshman Studies Program.

### ☐ Textual Inquiry:

A course which has as its primary focus the close analysis and interpretation of one or more texts.

☐ **Critical Inquiry:**

A course in which students will critically analyze philosophical and religious questions central to the heritage of western and non-western civilizations.

☐ **Social Inquiry:**

A course which introduces the scientific study of political, social, or economic issues in the modern industrial world.

☐ **Scientific Inquiry:**

Three courses, including one in the life sciences (Biology or Psychology) and one in the physical sciences (Astronomy, Chemistry, Geology, or Physics.) The third science course can be an additional one-semester course in a life or physical science; it can be a one-semester college-level course in the Mathematical Sciences; or it can be a cross-disciplinary science course.

☐ **Artistic Inquiry:**

Two courses in Art, Art History, Dance, Music, Theatre, or Cinema. This requirement can be fulfilled with studio or "participatory" courses for at least six hours of cumulative credit.

☐ **Oral Communication:**

Proficiency is required and may be demonstrated by passing a special test administered by the Speech Communication Department during the Freshman and Sophomore years. Courses which can fulfill the requirement are: Speech Communication 101, 221, 222, or 223; Theatre and Cinema 121 or 123; Classics 105/ Speech 105. Interdepartmental 192, Freshman Honors seminar, can also fill this requirement.

☐ **January Term:**

Successful completion of two January Terms is required. Students are encouraged to participate in more than two January terms.

**The Global Studies Requirement**

☐ **Minority/Women's Studies:**

A course which focuses on some aspects of the experience, identity, and contributions of women and minority groups in America.

☐ **Foreign Language:**

There are a variety of ways to demonstrate the required skill in foreign language.

(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.

(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. All entering students who have studied a foreign language must take the appropriate placement test during the orientation period. If a student intends to continue a language begun in high school or for which there was other preparation, the placement test determines how many, if any, semesters of that language are necessary.

Two courses from among these categories:

☐ **American Social Institutions:**

A course which focuses on one or more social structures or institutions in America and the principles which shape them.

☐ **Western Studies:**

A course which focuses upon one or more aspects of the origins and development of Western Civilization through the nineteenth century.

☐ **Non-Western Studies:**

A course which investigates the historical aesthetic, religious, social, political, economic, or ecological foundations and accomplishments of a human society outside the West.

**Please Note:**

**Only two courses from any single department can be used to fulfill the General Education requirements.** A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the junior year. Hours in excess of 32 at the conclusion of the junior year will **not** normally be counted toward graduation.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in general education outside the fine arts, including one course each in the sciences, social sciences, and humanities.

WOMENS
ACTION
GROUP

# Freshman Studies

Following a two-year Pilot, the Freshman Studies Program was established for all entering students in the fall of 1982. The five courses available have been designed by our faculty as an introduction to the intellectual and artistic disciplines of the college with the specific needs of freshmen in mind. While they stress academic rigor, they are also attentive to the unique educational needs of first-year students.

The Freshman Studies Program is designed to achieve a number of goals. These include: a) providing courses exclusively for freshmen, with a learning environment which encourages their active participation in the learning process, b) increasing significantly the common intellectual and creative experiences of students in order to facilitate more shared efforts, c) enhancing writing skills by having a major writing component in each course, d) introducing various areas of study with the intent of identifying connections between disciplines, and e) developing library and research skills.

Each freshman is required to take two Freshman Studies courses during the first year. One of these must be Freshman Studies 101. The second requirement can be Freshman Studies 102, 103, 104, or 105. Each of the five courses fulfills a General Education Requirement which all students must meet for graduation.

### Director: David O. Woodyard

**Freshman Studies 101—WORDS AND IDEAS.** The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment needed to complete it. All sections will share common readings, including at least one classic work. Freshman Studies 101 fulfills the writing requirement. **4 credits.**

**Freshman Studies 102—AESTHETIC INQUIRY AND THE HUMAN CONDITION.** Directed towards the student who has had little exposure to the fine arts, this course attempts to enhance students' critical appreciation as well as their enjoyment of the visual, performing, and environmental arts. Students in all sections will be required to attend a minimum of seven events in the fine arts at Denison and selected off-campus events, as well as the fine arts common hour at which special lectures, films, and media events will be presented. There will be appropriate writing assignments, a library research paper, and readings in common texts. Freshman Studies 102 fulfills the Fine Arts requirement. **4 credits.**

**Freshman Studies 103—SCIENTIFIC INQUIRY AND THE HUMAN PROSPECT.** The focus of this course is the nature of science and its implications for human society. More specifically it will consider some of the following issues: the contrasts between science and other forms of human inquiry, the processes by which scientists carry out their work, the manner in which scientific concepts affect how we think about humans and human societies, and the underlying values and ethical concerns relating to the use of scientific findings. Freshman Studies 103 fulfills one of the laboratory science requirements. **4 credits.**

**Freshman Studies 104—CRITICAL INQUIRY AND HUMAN EXISTENCE.** This course will emphasize critical thinking and ethical discernment from the perspective of religion or philosophy. Students will be challenged to reflect upon the personal, social, and political aspects of their lives. Each class will examine representative positions found in a wide variety of intellectual traditions. It is hoped that students will become aware of the complexities involved in analyzing and justifying the principles and beliefs upon which they are moved to act. In addition to readings and examinations, course work will include a number of writing assignments — to be evaluated both with regard to content and style — as well as a library research project. Freshman Studies 104 fulfills the Philosophy/Religion requirement. **4 credits.**

**Freshman Studies 105—HISTORICAL INQUIRY AND THE HUMAN CONDITION.** This course is designed to expose students to particular themes and periods of history in which the issues of ideological, political, social, and military conflict are of central importance. Although each section focuses on different historical eras and societies, they all will deal in common with the relationship between ideology and conflict in human society. Student will be given an opportunity to study a particular society in depth and to relate that study to the larger world in which we live. **4 credits.**

### Freshman Studies Dormitory Option

Smith Hall has been reserved for students enrolled in Freshman Studies courses during the first semester. It is a coed dorm. The Head Residents and Student Advisers, in cooperation with the Director of Freshman Studies, will design some programs in the dormitory which will be supportive of course work. It has been our experience that students engaged in common curricular work benefit from having ready access to one another. Many students have found other advantages in having an all-freshman dormitory.

## Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Committee for exceptions to rules concerning academic policies and procedures. However, the Committee will consider only those petitions which are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. **The decision of the Registrar's Advisory Committee is final.**

While for some students, the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. **Specifically, no petitions by seniors seeking substitutions or waivers of general education requirements will be entertained after this deadline.**

### The Major

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Three options are available: the Departmental Major, the Interdepartmental Major, and the Individually Designed Major.

## The Departmental Major

The following departmental majors are offered:
Art
Biology
Chemistry
Dance
Economics
English — Literature or Writing
Geology
History
Mathematical Sciences — Mathematics and Computer Science
Modern Languages — French, German, or Spanish
Music — Applied Music, Music Education, or Theory and Composition
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Speech Communication
Theatre and Cinema — Theatre or Cinema

The particular requirements are described in the departmental section of the Catalog.

## The Interdepartmental Major

There are seven interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here.

A student may major in:
Black Studies
Classical Studies
French Area Studies
Latin American Area Studies
Women's Studies

Courses available in each of these majors are outlined in the interdepartmental section of the Catalog.

## The Individually Designed Major

A Denison Student may design his/her own major. Approval of a proposal for a major will be based on the following criteria:

☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.

☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.

☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last few years include the following titles: "The Psychology of Speech," "Science and Human Values," "American Subcultures," "American Studies," "Biology and Studio Art," 'Japanese Studies," and "America and Europe — History and the Literary Imagination," "Religion and Politics," "Philosophies of Science," "Society and the Arts," and "Third World Studies: Latin America."

Students wishing to design their own majors should consult with the director of the Individually Designed Major Committee (Professor Ken Klatt, 1985-86) early in their Denison careers. Approval for the proposal must be completed by November 1 of the student's junior year.

## International Relations Major

The International Relations major exists within the Political Science department. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed elsewhere in the Catalog.

After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations major is 15. In addition to Political Science courses which may be applied toward meeting the major requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns.

Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 100, 301, or 302, History 307, History 351, History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the International Relations major, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for students electing the International Relations major. This major is particularly designed for students interested in careers in public service, business, journalism, or other internationally focused occupations.

## Environmental Studies Concentration

For the first time in history, humans are being brought to face the real possibility that we are endangering our own future on earth.

It can be said that this threat results at least in part from the increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see human beings as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When one's place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

☐ In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies Coordinator.

☐ The student will complete a major in one department chosen: Economics, Political Science, Sociology/Anthropology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.

☐ A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among the following recommended courses:

Art 117
Biology 100
Biology 213
Biology 214
Biology 220-221
Chemistry 110
Chemistry 121-122
Chemistry 223-224
Economics 100
Economics 350
English 236
English 238
Geology 105
Geology 111
Geology 215-216
Mathematics 101-102
Mathematics 123-124
Philosophy 221
Physics 100
Physics 121-122
Political Science 202
Political Science 301
Psychology 100
Psychology 320
Sociology/Anthropology 100
Sociology/Anthropology 344
Speech 101
Speech 221
Speech 222
Speech 230

☐ During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student's major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible. (Professor Robert Alrutz, Department of Biology)

**The Minor**

A student may undertake a plan of study for a minor. Most departments offering majors, as well as several areas of concentration, have developed a minor program. Please note that University policy prohibits the declaration of more than one minor; furthermore, a student completing more than one major may not declare a minor. **No exceptions will be granted.** Areas with minors approved by the Academic Affairs Council are as follows:

Biology
Black Studies
Chemistry
Cinema
Computer Science
Dance
Education
French
Geology
German
History
Latin American Area Studies
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Speech Communication
Theatre
Women's Studies

Each Department determines what constitutes a minor in its program within the following guidelines:

1.) A minor shall have two-thirds the number of courses which are required for a major, or no fewer than 19 credit-hours.

2.) There shall be structure for the minor as determined by the Department. In other words, a minor shall not be made up of randomly selected courses.

3.) If possible, a Department shall have some special requirement for students electing the minor during their senior year, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.

4.) A student may pursue *at most* one minor and may not combine a minor with a double major.

According to Academic Affairs Council judgment, no department or program is required to develop a program of minors.

# Educational Planning & Advising

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program.

During the first year of residence, a student is urged to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The offices of Student Life and Career Planning, Professional School Advising, Educational Services, and the various academic departments, as well as the faculty adviser, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

When the major is declared, the student usually selects a faculty adviser in the department of the major. Such changes must then be reported to the Registrar's Office.

# The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

If a department chooses a plan which requires a period of special study followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester. In theses cases, the comprehensive examination(s) are administered during the final examination week. Departments and programs may institute a comprehensive examination requirement as appropriate to the major.

# January Term

Denison has a "4-1-4" calendar, which includes a January Term. Students are required to participate satisfactorily in a minimum of two January terms for graduation. This program is designed to allow time to concentrate exclusively on a single subject where topics may be explored in depth. It is also an opportunity to study subjects not usually offered at the University. Both on- and off-campus projects are offered as are independent studies under the direction of faculty sponsors.

Career-oriented internships with businesses, government, law firms, and educational and health organizations are extremely popular. These programs offer unique opportunities for a first-hand look at careers, while employers can assess individual performance.

# The Common Hour

Each Thursday, the 11:30 class hour is set aside, and no classes may be scheduled. During this time the Common Hour, a time of shared intellectual experience, is held at a designated meeting place. Presentations by faculty and students emphasize the cross-disciplinary basis of knowledge. Members of the Denison community are encouraged to gather for the Common Hour, and a schedule of presentations is published at the beginning of each semester.

# Special Academic Projects

Students have the opportunity to undertake Directed Studies, Senior Research, Honors Projects, and Independent Studies. These are explained below and specific examples of such recent work are listed in each academic department's section of the Catalog.

### Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. **A Directed Study should not duplicate a course that is regularly offered.** A student who wishes to elect a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approvals no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

## Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project , with the approval of the faculty sponsor for the project, if application is made after the ninth week of the first semester and prior to the fifth week of the second semester. Semester-hours of credit for Senior Research *shall not* be counted toward the maximum hours allowed in the student's major. The form required for Senior Research can be obtained from the Office of the Registrar.

## Honors Project

Any senior whose record shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on page 4 of this Catalog dealing with Graduation with Honors. The form required for Honors Projects can be obtained from the Office of the Dean of the College.

## Independent Study

Independent Study involves relatively undirected student effort in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the Individually Designed Major Committee of the Academic Affairs Council.

Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

### Dean's List

A student earning a superior academic average is placed on the Dean's List. Normally, less than 15 percent of the student body earns this distinction. Notice of this fine accomplishment is sent to the student's hometown newspaper(s). The Dean's List is placed in public locations on campus.

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for the semester, with no D's, F's, U's, I's, or WF's and that a minimum of 12 academic hours be completed for a grade.

# Registration & Academic Regulations

### Registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to **all** the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register **in person** during the scheduled registration period each semester.

### Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

### Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

### Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours (exclusive of Chapel, Convocation, and Experimental College credit) in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester.

### Additional Credit

A student may, upon petition and with the consent of the instructor concerned, take a course for an additional hour of credit. The nature of the additional work which the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

### Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. **Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition.** A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

### Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. **A special student** may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

### Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

### Changes in Registration: Dropping of Courses

A drop of a course or credit may be done through the end of the seventh week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, a freshman may drop a course until the conclusion of the ninth week.

Change of registration after the stated deadlines requires action of the Registrar's Advisory Committee. The decision of the Registrar's Advisory Committee is final.

### Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Committee and, with a resulting decision of reinstatement, normally carries a **minimum** penalty of $50 and other disciplinary sanctions as deemed appropriate.

### Attendance Policy

It is expected that the student will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis which take place during classes.

### Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior which is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy.

### Transcript Fees

Fees for transcripts of a student's record are $2 for each issue. All requests for transcripts must be made in writing and filed with the Office of the Registrar.

### Student Classification

Classification of students is determined by the amount of academic credit earned.

☐ Freshman Standing — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.

☐ Sophomore Standing — A student must have earned 26 semester-hours of credit.

☐ Junior Standing — A student must have earned 60 semester-hours of credit.

☐ Senior Standing — A student must have earned 94 semester-hours of credit.

### Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. **The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her adviser and thoughtful consideration with the director of the activity.**

Freshmen are eligible to participate in intercollegiate athletics.

### Credit Earned by Advanced Placement Testing

Incoming Freshman and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may earn academic credit for their scores. Students scoring a 3 may also earn such credit at the discretion of individual Departments.

Incoming Freshman and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

### Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee. Students considering off-campus work (especially summer school work) should confer with the Registrar. Credit earned in disciplines other than those in the Denison curriculum will not normally be accepted.

### Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept grade work below C- level on transfer from another institution.

### Extension of Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above).

Courses taken by correspondence are **not** accepted for credit at Denison.

### Withdrawal From Courses

To withdraw from a course a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from a course before the end of the fourth week of classes. **No withdrawal from a course is permitted after the fourth week of classes.** A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Committee.

## Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the seventh week of classes. Except in cases of illness and/or exceptions granted by the the Registrar's Advisory Committee, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

*The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or reenroll any student.*

Withdrawal from the University at any time is official only upon written notice to the Office of Student Life. A request to the Registrar for a transcript or failure to participate in room drawing is not considered withdrawal from the University.

## Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

*No student will be admitted to any class later than the second week of the semester.*

## Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic advisor before beginning to attend class.

## Registration

On Registration Day the student's official directory information form must be deposited with the Registrar's Office. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and he or she has properly registered for courses.

# Special Academic Regulations

## Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

| | |
|---|---|
| A+ | 4.0 for each credit-hour. |
| A | (Excellent) 4.0 for each credit-hour. |
| A− | 3.7 for each credit-hour. |
| B+ | 3.3 for each credit-hour. |
| B | (Good) 3.0 for each credit-hour. |
| B− | 2.7 for each credit-hour. |
| C+ | 2.3 for each credit-hour. |
| C | (Fair) 2.0 for each credit-hour. |
| C− | 1.7 for each credit-hour. |
| D+ | 1.3 for each credit-hour. |
| D | (Passing) 1.0 for each credit-hour. |
| D− | .7 for each credit-hour. |
| F | (Failure) 0 for each credit-hour. |
| I | (Incomplete) |
| S | (Satisfactory) 0 for each credit-hour. |
| U | (Unsatisfactory) 0 for each credit-hour. |
| WF | (Withdrawn Failing) |
| WP | (Withdrawn Passing) |
| CR | (Credit) 0 for each credit-hour. |
| NG | (No Grade Reported). |

PR (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77, are not reflected in the grade-point averages.

## Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Committee. The student shall petition the Committee, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester.

Should an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous to this, as prescribed by the instructor.

### Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C−" or above in order to receive a grade of "S". Grades of "D+" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

### Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

**Academic Probation** occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters.

**Continued Academic Probation** is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

**Suspension** occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

**Deferred Suspension** is used when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment."

Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

### Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar's Advisory Committee for reinstatement. This petition must be be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Committee or face suspension again.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean and by repayment of the $220 enrollment deposit and the $25 housing deposit.

### Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete a minimum of 60 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Committee.

### Special Student

A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

### Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

# Annual Costs

| | Actual 1985-86 |
|---|---|
| Tuition | $ 8,400 |
| Activity fee | 430 |
| Board | 1,350 |
| Room (multiple-single) | 1,470-2,200 |

Each student on full tuition pays approximately $2,500 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. Denison and similar colleges and universities' ability to mitigate the size of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

*The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.*

## Tuition

For 1985-86, the $8,400 annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $265 (1985-1986) is made for each registered hour in excess of 18 hours. All excess hours charges are billed by the Controller's Office. A part-time student (8 hours per semester or fewer) is charged $265 for each semester hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

## Activity Fee

In 1985-86, the $430 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

## Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $1,350 in 1985-1986. A five-day board plan is also available in 1985-86 at $1,290. There is an additional board charge for students living on campus during the January Term.

## Room Rent

If two or more students room together, the rent for each student is $1,470 in 1985-86. The 1985-86 price of a single room is $2,200. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. *No room is rented for a shorter period than one semester.* Students are charged for any damage to the furniture or the room beyond ordinary wear.

## Other Fees

### Auditing Classes

The privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student.

### Off-Campus Programs

For 1985-86, an administrative fee of $200 per semester is charged to each student participating in an off-campus program.

### Books and Supplies

The cost of books and supplies is estimated at $250-$300 a semester. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.

### Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. A surcharge in 1983-84 of $130 per half hour or $260 per hour per semester, including the necessary practice time, is assessed per person for applied music lessons.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who is a music major and has played an instrument in the Concert Band or Licking County Symphony Orchestra or who has sung in the Denison Singers for four semesters may take private lessons on his or her instrument or voice without payment of this fee.

### Special Fees

A materials fee, currently $20 per semester, is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created. This is subject to change from semester to semester.

Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

### Health Service

This service covers one day per admission to the inpatient facility per confinement (up to three [3] confinements per semester exclusive of medical and surgical costs, such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). A charge of $45 a day is made for each additional day of hospitalization. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

### Enrollment Deposit

A $220 enrollment deposit is required of all returning students by April 1 prior to the new academic year. This deposit is nonrefundable after April 1 (May 1 for Freshmen and Transfer Students); however, this amount is credited to the student's semester bill when enrolled.

### Room Deposit

Freshmen and transfer students planning to live in University residence halls are required to pay a deposit of $30-by May 1 in addition to the $220 enrollment deposit.

### Damages Assessment

Each student living in a residence hall is required to pay an assessment of $25. This assessment is used to cover on a pro rata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is retained in a separate account for each residence hall to be used for the purchase of public area furniture, equipment, and other renewals.

### Freshmen Orientation

A fee is charged for Freshmen June Orientation (August for those unable to attend in June) to cover the direct costs of this program. This fee is billed directly to students.

### Payment of Bills

All bills are payable in the Cashier's office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

### Semester Bills and Late Payments

Semester bills are due August 1 for the first semester and January 2 for the second semester but may be paid in advance. Semester bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is *not permitted* unless all fees are paid in accordance with the terms of the payment plan selected. These bills are mailed in July and December to the student's home address.

### Late Registration

Students who fail to settle their account with the Cashier and/or complete their registration at the beginning of each semester on the day set apart for that purpose are charged a fee of $5 per class day until registered. In the event of an emergency, this fee may be waived by the Office of Student Life.

The University also conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year. Students who fail to complete their advanced course registration, or the Office of Student Life's housing form, by the dates scheduled for those purposes are charged a fee of $10 per infraction.

All fees must be paid to permit advanced course and housing registration.

### Miscellaneous Bills

Miscellaneous charges incurred by students during the semester are billed directly to the student at his or her campus address. These bills are due within 30 days of the billing date and are subject to a $5.00 billing fee if not paid within the 30-day period. Additional $5.00 fees are charged *each* time further billings are required with regard to these charges. On request, a receipted bill is issued when the statement is returned.

The University reserves the right to notify parents when scheduled payment dates are not met by the student.

Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student.

A student is ineligible to attend classes unless his or her bills are paid when due. *A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.*

Refunds on student accounts having a credit balance are made only if the balance is $25.00 or greater. Credit balances of less than $25.00 remain on the student's account to be applied to future charges or refunded at the end of the academic year or upon withdrawal as applicable.

The University accepts student checks for payment of bills; however, a $10.00 charge is assessed on all checks returned by the banks for insufficient funds. The University does *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are now available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

### Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, as specified on the student semester bill. A service charge of 3 percent of the amount being deferred will be charged and added to the second installment.

Deferred payments not paid when due are subject to the late payment fee of 1 percent per month previously described.

When the deferred payment plan is elected, bills are sent to the student's home address approximately 15 days prior to the due date of the second payment.

A monthly prepayment plan, extended repayment plan and the installment payment plan are available to parents of Denison students. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students as soon as they are accepted for Admission. Upperclass students may contact the Controller's Office for information regarding these plans.

## Late Registration

Students failing to register by the deadline date prescribed in the University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Committee and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

## Refund or Forfeiture of Deposits

*Withdrawal from the University at any time is official only upon written notice to the Dean of Student Life. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.*

The enrollment deposit is non-refundable after April 1 (May 1 for entering Freshmen and Transfers) of each year.

Room deposits are refunded only upon graduation or if a student is granted permission to live in off-campus apartments or to move into a fraternity.

A student withdrawing (voluntarily or because of illness) or dismissed from the University during the academic year forfeits the enrollment and room deposits.

## Refund or Forfeiture of Tuition, Activity Fee, and Room and Board

In the event of an official withdrawal, except because of illness, or dismissal after registration day, a student may receive a partial refund as follows:

### Tuition, Activity Fee, and Room Charges

Withdrawal before the end of the respective full week of classes —
1st Week — 75%
2nd Week — 50%
3rd Week — 25%

Refunds of tuition, activity fee, and room are not made after the end of the third full week of classes.

In the event of withdrawal because of illness or dismissal, refunds of tuition, activity fee, and room are based upon a 10% charge per week or part thereof of attendance.

Any inquiries regarding the determination of the refund or forfeiture of the above items should be addressed to the Controller's Office, Box M, Denison University, Granville, Ohio 43023.

### Board Charge

A pro rata refund of the Board charge is made following official withdrawal or dismissal from the institution as of the date the student ID card with meal ticket attached is returned to the Office of Student Life, based upon a schedule established each year.

### Other Conditions

If a Freshman or transfer student withdraws after May 1 (April 1 for upperclass students) because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits are forfeited.

In the event of academic suspension at the end of a semester, the enrollment deposit and the room deposit (if applicable) are refunded less any outstanding charges.

The excess hours fee, fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

## Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. **Freshmen are not authorized to have motor vehicles unless special permission is authorized through the Office of Student Life and permission given by the Director of Security and Safety.**

# Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio (file No. 225), effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing . . ." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

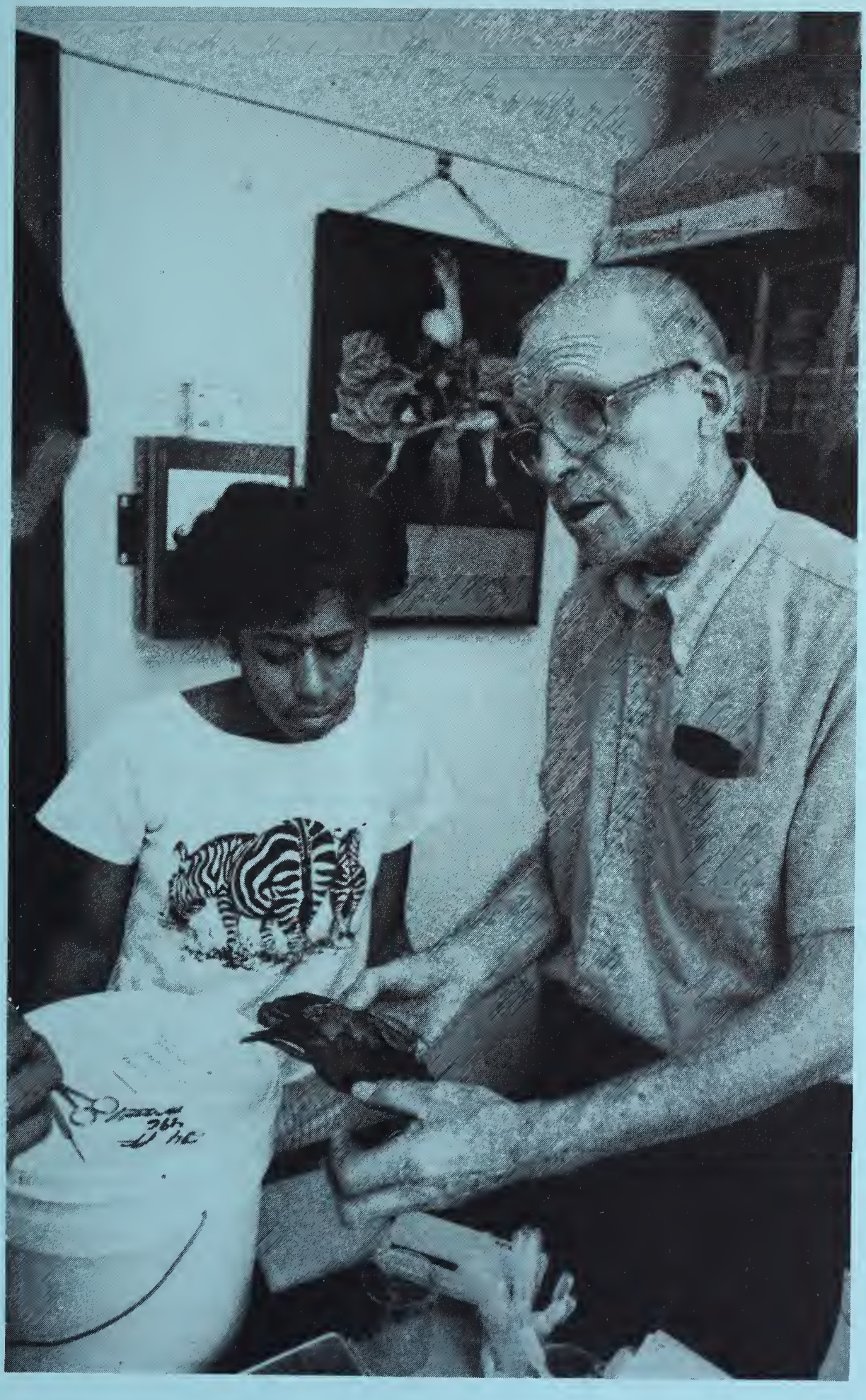
Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will — without exception — be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

**Breakage Fees:**

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than $3 per laboratory course per semester. However, when the breakage in any one laboratory-semester is $3 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first three dollars.

Additionally, students who fail to check out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $10, plus billing for all breakage, regardless of the amount.

The policy on breakage fees applies to all laboratory courses in chemistry, including directed studies, senior research, and individual work for honors.



# Admissions Information

Denison is committed to enrolling a student body of high intellectual quality, and to providing an environment that supports and promotes personal growth and academic achievement. Just as the University values highly its faculty and academic programs, so does it equally value its students who have come to learn and contribute.

**What courses should I take in secondary school to prepare for Denison?**

Because a Denison academic education is a blend of your free choice, general education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English, three years each of Mathematics, Science and Social Studies, a id three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, or enriched courses taken in your junior and senior years.

**What factors does the Admissions Committee consider in evaluating my admissions file?**

The quality of your academic performance and your grade-point average in your junior and senior years are the most important factors considered by the Admissions Committee. Test results (ACT or SAT) are required, but are secondary in importance.

Written statements from your college adviser and an academic teacher assist us in understanding your personal characteristics and motivation.

Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school-, community-, or job-related.

**How do I apply to Denison?**

All students requesting admissions information prior to their senior year of high school will receive an application packet in the fall of the senior year. Thereafter, these materials will be sent upon request through mid-January of the year of college entrance.

You may submit a freshman application any time between Setember 1 and February 1 of your senior year. A fee of $25 must accompany your application. Denison also accepts the Common Application, which may be available in your school's guidance office.

**What is Early Decision Admission?**

If, after having carefully researched your college needs, you decide that Denison is the school you want first and foremost to attend, you are encouraged to apply by means of the Fall or Winter Early Decision Plan.

Fall Plan candidates may apply any time up to December 1. Applications will be evaluated by the Admissions Committee just as soon as they are complete. Notifi-

cation of either acceptance or deferral for further consideration will be made on a rolling basis until December 20.

Admitted students must accept our offer of admission, reply within two weeks and pay a non-refundable deposit to confirm their places in the entering freshman class. If you are a candidate for financial assistance, you need not reply to our offer of admission until you have received your financial aid award.

The Winter Early Decision Plan is available for students who decide later on in their senior year that Denison is their first-choice college. This plan also accommodates students who want their fall (7th) semester grades included in their admissions files.

Candidates may apply any time up to February 1. Notification of either acceptance or deferral for further consideration will be made on a rolling basis by February 20. Admitted students have the same obligations as outlined in the Fall Early Decision Plan. Deferred candidates under either the Fall or Winter Plan will be reconsidered along with the regular applicant group in the spring.

**What are the guidelines for Regular Admission?**

Candidates for Regular Admission should apply no later than February 1. Final decision letters will be mailed by April 1, and admitted students must respond to our offer by May 1. Matriculating freshmen and transfer students are required to pay advance deposits by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the entire deposit.

**How important is the campus visit and interview?**

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, is open for interviews from 8:45 a.m. to noon and from 1:30 p.m. to 4 p.m. on weekdays, and on Saturday mornings from 9 a.m. to noon from September through January.

Because our Admissions staff travels extensively in the fall, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers when you visit campus this fall. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone several weeks in advance of your visit so that we may assist in planning your time on campus.

**Can overnight accommodations on campus be arranged?**

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least a week in advance of your visit. Overnight stays can be arranged only Monday through Thursday during the academic year. Out of consideration to your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you have a friend currently at Denison, you are encouraged to make your own arrangements directly.

**How do I get to Granville?**

Granville is located 27 miles east of Columbus and is easily accessible from Interstate 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport. If you are traveling alone during the school year and need transportation from the airport to the University, please call the Admissions Office a week in advance so that we may assist you with arrangements. There is a charge for this service.

**Are alumni interviews available?**

Denison Alumni Recruiting Teams (DART) members in many metropolitan areas across the country can serve as resource persons and can also interview you if you are unable to visit the campus. Your interview report with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Denison University, Box H
Granville, Ohio 43023
614/587-6624

**Does Denison have an Early Admission program?**

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

**Is Deferred Freshman Matriculation possible at Denison?**

You have the option, upon being accepted at Denison, to defer your entrance up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the entrance year for which you have been admitted the nonrefundable advance deposits required of enrolling freshmen, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must re-confirm in writing by March 1 of the following year your intention to enroll. If you fail to matriculate at Denison, the entire deposit will be forfeited to the college.

**What about Transfer Admission to Denison?**

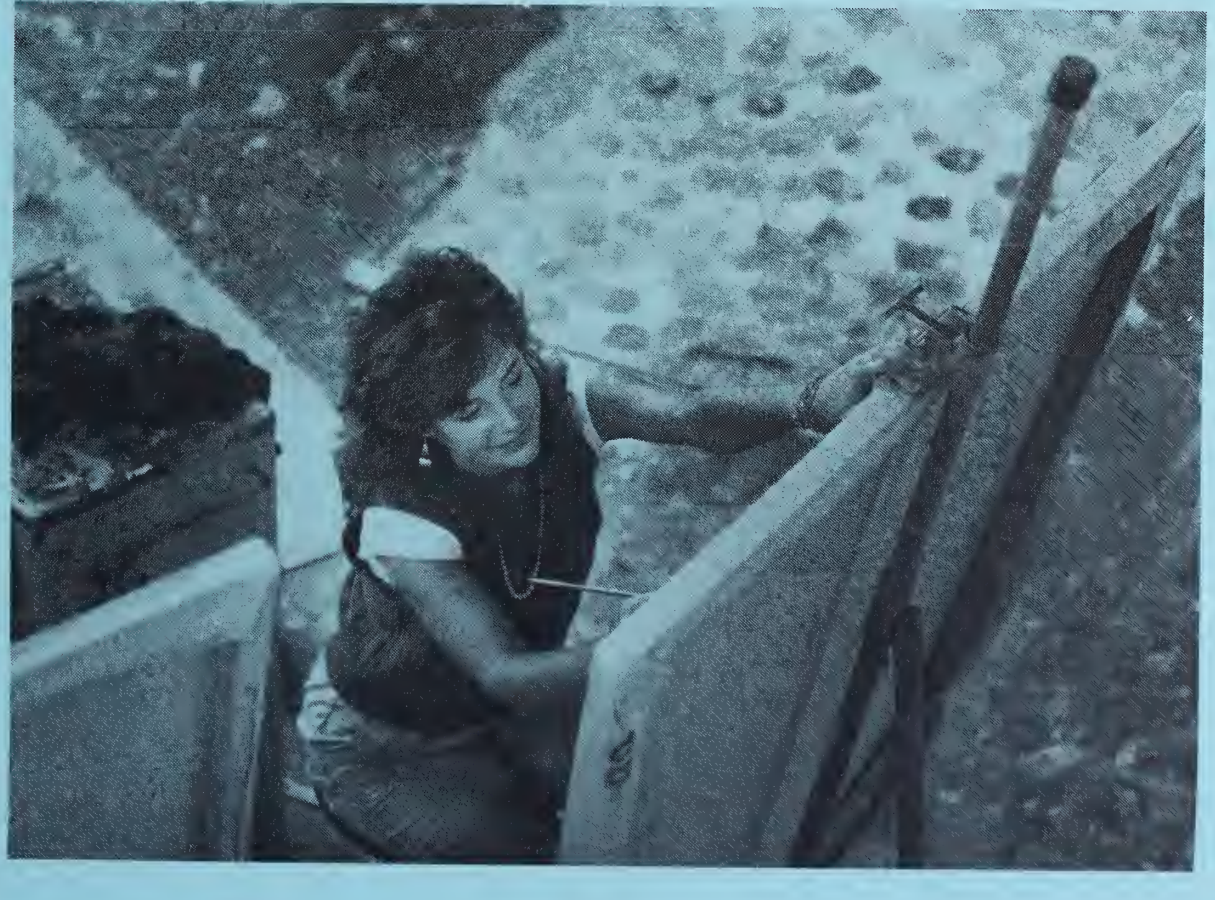
Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall (September) or spring (February) semester. Candidates for fall entrance should submit their applications by May 1. The deadline for February applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please write or call:
Transfer Coordinator
Denison University, Box H
Granville, Ohio 43023
614/587-6625

**How do I address correspondence or request additional information?**

For any additional information on admissions, call or write:
Admissions Office
Denison University, Box H
Granville, Ohio 43023
614/587-6276
Ohio Toll-Free number: 1-800-282-5251
Outside Ohio, call toll-free during
office hours: 1-800-DENISON.



# Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $7 million in financial assistance from various sources. More than half of this amount is awarded from funds under our own direct control — meaning that we are well prepared to help you.

Every year we discover students with need who haven't applied for aid because they thought they wouldn't qualify. But they often do, and it's very likely that you may, too. If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate. Apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

## Expenses and Billing

Denison's costs for the 1985-86 academic year are:

| | |
|---|---|
| Tuition | $8,400 |
| Room (double) | 1,470 |
| Board | 1,350 |
| Activity Fee | 430 |

An optional health insurance program is available (currently $70), and a small damage deposit is required. In addition, we estimate that each student will spend about $325 for books and $525 on miscellaneous expenses in the course of the year.

Denison expects its students to be responsible for their own bills each semester. Financial aid awards are printed on the bill form. Semester payments are due by August 1 for the first semester and by January 2 for the second semester. It is possible to make four, rather than two, payments by paying a small service charge. The second payment for each semester is then due by November 1 and April 1, respectively.

An enrollment deposit of $220 is due each year by May 1 for freshmen and April 1 for upperclassmen. This amount is then credited toward the fall semester's bill. There is also a $30 room deposit.

## Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Financial Aid Form (FAF) at your school's guidance office in December of your senior year. As early as possible (but after January 1), you and your parents should complete all four sides of the form and mail it to the College Scholarship Service (CSS) with instructions to forward a copy to Denison (code number 1164). Denison also requires that you apply for a federal Pell Grant by checking the appropriate box on the FAF, and to your state scholarship program if awards offered may be used at an Ohio institution. (In some states, you must use a separate form to apply for these grants. Ask your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. A brochure explaining this procedure is available from our Admissions Office.

The College Scholarship Service will analyze the financial information you submit and estimate the contribution you and your family can reasonably make toward the cost of a year's education. The CSS estimate is based on a formula called the "Uniform Methodology" which assesses such factors as taxable and nontaxable income, family size, unusual expenses, asset strength, and the costs incurred to educate other members of your family.

After computing your estimated family contribution, CSS will send an analysis of your financial need to Denison and any other colleges you designate. Generally, this information will reach Denison four to six weeks after you file.

Our Financial Aid Officers will carefully review your FAF and the CSS estimate of your need. We may request additional information from you directly and if you enroll we will request a copy of your family federal income tax return. On the basis of our review, we often adjust the CSS estimate of need.

We compute your need by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses, and a travel allowance based on the distance from your home to Denison) with the fair contribution you and your family can make. The difference is your financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from various sources to close the gap between Denison's cost and the amount you and your family can contribute. **In recent years we have been able to meet the full financial need of all enrolled applicants whose FAF reached us by the end of March.** When funding is insufficient to meet the needs of all candidates, those with the strongest admissions credentials will receive priority.

### Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components—employment on campus, a loan, and a grant. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Normally, every financial aid applicant is asked to take out a loan. We view this loan as your investment in your future and expect you, rather than your parents, to repay this obligation after graduation. Of course, no repayments of grants are required. They may be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Admissions and Financial Aid Council (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision. Presently, the first portion of a freshman's need is met by an educational loan from the National Direct or Guaranteed Student Loan Program. The second portion of a freshman's need is met by on-campus employment of about 9 hours per week. Upperclass students are expected to work 10 to 11 hours per week. Any financial need that remains after "self-help" has been offered is met through grants of various kinds.

### Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus. Fifteen hours a week is the maximum number of hours you are normally allowed to work. Payment for most campus jobs ranges between $200 and $1,500 per year. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and SAGA, the food service operation. Denison participates in the Federal College Work Study Program. The money you earn through campus employment is normally used for your own personal expenses. Employment opportunities are listed with the Financial Aid Office, located on the second floor of Beth Eden House.

### Loans

Your financial aid award may contain either a National Direct Student Loan (NDSL) or a Guaranteed Student Loan (GSL). National Direct Student Loans are made directly through Denison, while Guaranteed Student Loans are obtained through your local bank. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, five percent on a National Direct and eight percent on a Guaranteed Student Loan. (These provisions are subject to change by the Congress of the United States.)

### Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $3.5 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

### Renewal of Financial Assistance

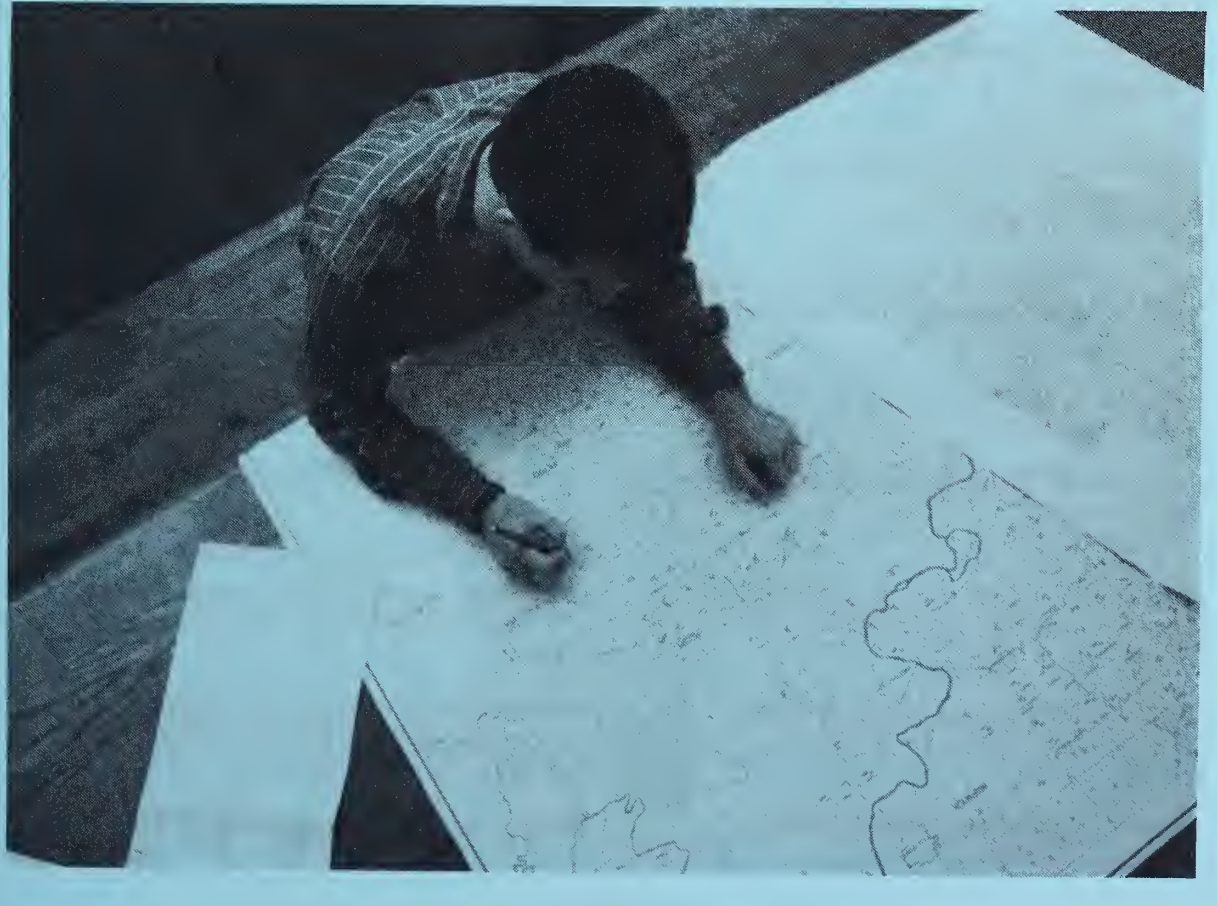
Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed in December or January of each year to students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications are due back in the Financial Aid Office by May 1.

**Academic Scholarships and Other Aid Not Dependent on "Need"**

Denison offers annually a limited number of academic scholarships for freshmen and upperclassmen. These include the Battelle (half tuition), Heritage ($3,500), University ($2,000), Vail Arts ($1,500), Park National Bank ($2,000), Skipp Music ($1,000), National Merit Corporation ($500-$2,000), Kaiser ($2,000), and BancOhio ($1,000) scholarships. These awards are based on academic talent and personal merit and do not require a demonstration of financial need. The Admissions Office can give you further information on the availability of such awards to entering freshmen. Departmental and general scholarships of varying amounts are also available to selected students in the upperclass years, based on performance factors such as outstanding academic achievement. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply.

In addition, employment on campus for jobs requiring specific experience or skills is available. And you may be eligible to obtain a Guaranteed Student Loan (GSL) and/or a Parent Loan (PLUS) through a lending institution in your home area.

Presently, for dependent students, a maximum of $2,500 per academic year, or $12,500 for the entire undergraduate program, may be borrowed under the Guaranteed Student Loan Program, and there is no interest or repayment on these loans while you are in school at least half-time. Students from families with an adjusted gross income above $30,000 must demonstrate need. Parents may also borrow up to $3,000 per year under the PLUS program. Repayment, including the 12 percent interest charge, begins 60 days after disbursement.



## Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified. Students must demonstrate need by filing a Financial Aid Form (FAF) to qualify for need-based scholarships.

### Honor Scholarships

| | |
|---|---|
| BATTELLE SCHOLARS PROGRAM<br>Established 1977 | Awarded to students of high leadership potential who reside in Central Ohio. |
| BANCOHIO ENDOWED SCHOLARSHIP<br>Established 1982 | Awarded to one outstanding student from Ohio in Denison's incoming freshman class each year. |
| DR. LAURA CRAYTOR BOULTON SCHOLARSHIP<br>Established 1982 | Awarded to one student who qualifies for work in Ethnomusicology. |
| GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP<br>Established 1935 | Awarded to Sophomores enrolled in courses of Music and Art. |
| KENNETH I. BROWN SCHOLARSHIP<br>Established 1959 | Awarded to Juniors or Seniors with high scholastic ability preparing for careers in education. |
| MARY HARTWELL CATHERWOOD SCHOLARSHIP<br>Established 1937 | Awarded to students who plan on making their living from writing. |
| CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP<br>Established 1968 | Awarded to a student showing outstanding creative achievement in Studio Art. |
| KARL ESCHMAN SCHOLARSHIP<br>Established 1977 | Awarded to upperclass students in Music. |
| WALTER LEROY FLORY SCHOLARSHIP<br>Established 1951 | Awarded to a senior showing great promise of professional success and leadership based on scholastic record. |
| GEORGE K. GOULDING MEMORIAL SCHOLARSHIP<br>Established 1964 | Awarded to students in Music. |
| R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS<br>Established 1982 | Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics. |
| PHILIP E. LAMOREAUX SCHOLARSHIP<br>Established 1976 | Awarded to students majoring in the field of Geology. |
| LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP<br>Established 1946 | Awarded to talented students in the field of Theatre Arts. |
| E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP<br>Established 1962 | Awarded to Senior students taking pre-law courses with the intention of entering law school after graduation. |
| PARK NATIONAL BANK SCHOLARSHIP<br>Established 1981 | Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance. |
| PARK NATIONAL BANK SCHOLARSHIP<br>Established 1959 | Awarded to students majoring in Economics. |

| | |
|---|---|
| PHI BETA KAPPA SCHOLARSHIP<br>Established 1963 | Awarded to outstanding students. |
| JULIET BARKER SARETT SCHOLARSHIP<br>Established 1949 | Awarded to students who show excellence in English and Dramatics. |
| CORA WHITCOMB SHEPARDSON SCHOLARSHIP<br>Established 1937 | Awarded to students showing proficiency in courses in Art. |
| FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP<br>Established 1937 | Awarded to a student showing proficiency in courses of American History. |
| FLORA DODSON SKIPP SCHOLARSHIP<br>Established 1973 | Awarded to gifted students in Music. |
| GAYLE INGRAHAM SMITH SCHOLARSHIP<br>Established 1967 | Awarded to students majoring in violin or piano. |
| STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP<br>Established 1963 | Awarded to a student designated as most worthy of the honor in Music. |
| JEANNE VAIL SCHOLARSHIP<br>Established 1979 | Awarded to meritorious Fine Arts students. |
| MARGARET ANN WATKIN SCHOLARSHIP<br>Established 1974 | Awarded as general scholarship for students in the Department of Biology. |
| EDWARD A WRIGHT THEATRE ARTS SCHOLARSHIP<br>Established 1962 | Awarded to students showing special talent in Theatre Arts. |

**Need-Based Preministerial Scholarship Funds**

| | |
|---|---|
| CHARLES EDWIN BARKER SCHOLARSHIP<br>Established 1949 | Awarded to students preparing for the Ministry. |
| WILLIAM HOWARD DOANE SCHOLARSHIP<br>Established 1915 | Awarded to students preparing for the Ministry. |
| M. E. GRAY SCHOLARSHIP<br>Established 1888 | Awarded to students who have a call to the Ministry. |
| ABIGAIL T. HOUCK SCHOLARSHIP<br>Established 1899 | Awarded to educate young men for the Baptist Ministry. |
| JOSHUA & GWENNIE JONES SCHOLARSHIP<br>Established 1915 | Awarded to educate young men for the Baptist Ministry. |
| MARY KEOKEE MONROE SCHOLARSHIP<br>Established 1887 | Awarded to students electing to enter the Baptist Ministry. |
| DAVID THATCHER SCHOLARSHIP<br>Established 1891 | Awarded to needy young men studying for the Ministry. |

**Need-Based Scholarship Funds**

| | |
|---|---|
| ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP<br>Established 1966 | Awarded to students with financial need. |
| JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS<br>Established 1983 | Support for international students with preference to those from the Far East. |

| | |
|---|---|
| ALUMNI MEMORIAL SCHOLARSHIP<br>Established 1972 | Awarded to students with financial need. |
| AMERICAN BAPTIST CONVENTION SCHOLARSHIP<br>Established 1960 | Awarded to students with financial need. |
| AMERICAN COMMONS CLUB SCHOLARSHIP<br>Established 1970 | Awarded to students with financial need. |
| EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP<br>Established 1969 | Awarded to students with financial need. |
| WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP<br>Established 1964 | Awarded to students with financial need. |
| ANNA B. BEATTIE SCHOLARSHIP<br>Established 1966 | Awarded to students with financial need. |
| BLANCHE D. BEATTIE SCHOLARSHIP<br>Established 1962 | Awarded to students with financial need. |
| JOHN W. BEATTIE SCHOLARSHIP<br>Established 1962 | Awarded to students with financial need. |
| FREDERICK P. & MARY T. BEAVER SCHOLARSHIP<br>Established 1943 | Awarded to students with financial need. |
| MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP<br>Established 1959 | Awarded to students with financial need. |
| ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP<br>Established 1963 | Awarded to students with financial need. |
| MILLARD BRELSFORD MEMORIAL SCHOLARSHIP<br>Established 1951 | Awarded to students with financial need. |
| MILLARD BRELSFORD SPECIAL SCHOLARSHIP<br>Established 1967 | Awarded to students with financial need who are members of the Baptist faith. |
| BRICKER SCHOLARSHIP<br>Established 1972 | Awarded to students with financial need. |
| SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP<br>Established 1938 | Awarded to students with financial need. |
| BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP<br>Established 1973 | Awarded to students with financial need. |
| LESTER C. & NELL S. BUSH SCHOLARSHIP<br>Established 1944 | Awarded to students with financial need. |
| HAROLD AND MARY E. CAIN SCHOLARSHIP<br>Established 1980 | Awarded to students in Music. |
| WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP<br>Established 1920 | Awarded to students with financial need. |
| WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP<br>Established 1941 | Awarded to students of high scholarship majoring in the Humanities. |

| | |
|---|---|
| ENDOWED SCHOLARSHIP FOR CHEMISTRY MAJORS<br>Established 1984 | Awarded to a student with financial needs and academic excellence in science and mathematics and with scientific potential. |
| CLASS OF 1912 SCHOLARSHIP<br>Established 1972 | Awarded to students with financial need. |
| CLASS OF 1913 SCHOLARSHIP<br>Established 1938 | Awarded to students with financial need with preference to children of class members. |
| CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP<br>Established 1937 | Awarded to students with financial need with preference to children of class members. |
| CLASS OF 1924 SCHOLARSHIP | Awarded to students with financial need. |
| CLASS OF 1926 SCHOLARSHIP<br>Established 1976 | Awarded to students with financial need. |
| CLASS OF 1927 SCHOLARSHIP<br>Established 1977 | Awarded to students with financial need. |
| CLASS OF 1928 SCHOLARSHIP<br>Established 1928 | Awarded to students with financial need. |
| CLASS OF 1929 SCHOLARSHIP<br>Established 1939 | Awarded to students with financial need with preference to children of class members. |
| CLASS OF 1932 50TH REUNION GIFT | Awarded to students with financial need. |
| CLASS OF 1934 ENDOWED SCHOLARSHIP FUND<br>Established 1984 | Awarded to students with financial need. |
| ELIZABETH PLATT CLEMENTS SCHOLARSHIP<br>Established 1975 | Awarded to students with financial need. |
| EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP<br>Established 1948 | Awarded to students with financial need. |
| BLANCHE LEMERT COPELAND SCHOLARSHIP<br>Established 1947 | Awarded to students with financial need with preference given to students from Crawford County Ohio. |
| ALBERT W. & IDA C. DAVISON SCHOLARSHIP<br>Established 1981 | Awarded to a Chemistry major with financial need who intends to enter the teaching profession. |
| JOHN H. DOYLE SCHOLARSHIP<br>Established 1928 | Awarded to worthy students from Toledo, Ohio. |
| MILTON P. ELBERFELD SCHOLARSHIP<br>Established 1970 | Awarded to students who have obtained a high level of achievement in both scholarship and athletics. |
| ELIZABETH S. EWART SCHOLARSHIP<br>Established 1924 | Awarded to students with financial need. |
| FRANK C. EWART MEMORIAL SCHOLARSHIP<br>Established 1951 | Awarded on the basis of financial need to students who are qualified Christians. |
| THOMAS EWART FUND SCHOLARSHIP<br>Established 1977 | Awarded to students with financial need. |
| MINNIE FARNER-MILLER SCHOLARSHIP<br>Established 1958 | Awarded to students with financial need. |
| LELIA MILWARD FIRTH SCHOLARSHIP<br>Established 1962 | Awarded to students with financial need. |
| RAY C. FISH SCHOLARSHIP<br>Established 1961 | Awarded to students with financial need. |

| | |
|---|---|
| DORA A. FORSYTHE SCHOLARSHIP<br>Established 1949 | Awarded to students with financial need. |
| CLARENCE L. FOX MEMORIAL SCHOLARSHIP<br>Established 1948 | Awarded to students with financial need with priority to children or grandchildren of Clarence Fox. |
| ROBERT K. FOX SCHOLARSHIP<br>Established 1945 | Awarded to students with financial need. |
| OLIVE A. FRANZ MEMORIAL SCHOLARSHIP<br>Established 1979 | Awarded to students with financial need. |
| GENERAL SCHOLARSHIP<br>Established 1963 | Awarded to students with financial need. |
| ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS<br>Established 1984 | Awarded to freshmen minority students with financial need. |
| DAVID E. GREEN MEMORIAL SCHOLARSHIP<br>Established 1963 | Awarded to students with financial need. |
| ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND<br>Established 1984 | Awarded to students with financial need. |
| G. O. GRISWOLD SCHOLARSHIP<br>Established 1945 | Awarded to students with financial need. |
| DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP<br>Established 1981 | Awarded to students with financial need. |
| PAUL E. HENDERSON SCHOLARSHIP<br>Established 1973 | Awarded to students with financial need. |
| ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP<br>Established 1971 | Awarded to students with financial need. |
| DAVID TIN HLA MEMORIAL SCHOLARSHIP<br>Established 1965 | Awarded to students with financial need. |
| MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP<br>Established 1946 | Awarded to students with financial need. |
| BLANCHE McCOY HUMPHREYS SCHOLARSHIP<br>Established 1955 | Awarded to students with financial need. |
| H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP<br>Established 1959 | Awarded to students with financial need. |
| EMORY W. HUNT MEMORIAL SCHOLARSHIP<br>Established 1951 | Awarded to students with financial need. |
| STANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP<br>Established 1984 | Awarded to a junior with financial need with the desire to enter the practice of law. |
| JONES-MINIGER SCHOLARSHIP<br>Established 1982 | Awarded to students with financial need. |
| MARTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP<br>Established 1968 | Awarded to Black students with financial need. |
| HERMAN L. & JOHN A. KLEIN SCHOLARSHIP<br>Established 1966 | Awarded to skillful first-year debaters. |

| | |
|---|---|
| A. BLAIR KNAPP MEMORIAL SCHOLARSHIP<br>Established 1968 | Awarded to students with financial need. |
| ALFRED W. LEVER — TRAVEL SCHOLARSHIP<br>Established 1970 | Awarded to students with financial need. |
| CHARLES T. LEWIS SCHOLARSHIP<br>Established 1928 | Awarded to students with financial need. |
| MARIMAC SCHOLARSHIP FUND<br>Established 1982 | Awarded to students with financial need with interest in the fine arts. |
| GWENDOLYN C. MARTIN SCHOLARSHIP<br>Established 1974 | Awarded to full-time students with financial need in Fine Arts with preference to students of Music. |
| MATTHEWS SCHOLARSHIP FUND<br>Established 1964 | Awarded to students with financial need. |
| THOMAS S. McWILLIAMS II MEMORIAL SCHOLARSHIP<br>Established 1983 | Awarded to students with financial need. |
| MALCOLM J. AND ELIZABETH O. MOSHIER SCHOLARSHIP FUND<br>Established 1981 | Awarded to students with financial need with preference given to physical education majors. |
| LESLIE B. MOSS SCHOLARSHIP<br>Established 1950 | Awarded to students of missionary ministerial parents. |
| DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP<br>Established 1972 | Awarded to students with financial need. |
| N. W. NEPTUNE SCHOLARSHIP<br>Established 1942 | Awarded to students with financial need. |
| LELIA NICHOLS SCHOLARSHIP<br>Established 1972 | Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio. |
| LAVERNE NOYES FOUNDATION SCHOLARSHIP<br>Established 1938 | Awarded to descendants of World War I Army and Navy personnel. |
| FRANK C. ONSTOTT SCHOLARSHIP<br>Established 1966 | Awarded to students with financial need. |
| PEABODY INTERNATIONAL CORP. ENDOWED SCHOLARSHIP<br>Established 1981 | Awarded annually to students with financial need; first preference to members of Peabody International employee families. |
| RICHARD D. PERKINS MEMORIAL SCHOLARSHIP<br>Established 1977 | Awarded to students with financial need. |
| KENT A. PFEIFFER SCHOLARSHIP FUND<br>Established 1979 | Awarded annually to men/women student-athletes with financial need. |
| ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND<br>Established 1983 | Awarded to students with financial need with preference to history majors. |
| WELSH HILLS PRICES SCHOLARSHIP<br>Established 1924 | Awarded to students preparing for Christian service. |
| CHARLES W. PRINE AND FAMILY SCHOLARSHIP<br>Established 1980 | Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania. |
| READER'S DIGEST FOUNDATION SCHOLARSHIP<br>Established 1965 | Awarded to students with financial need. |

| | |
|---|---|
| BEULAH RECTOR MEMORIAL SCHOLARSHIP<br>Established 1978 | Awarded to students with financial need. |
| MARTHA GRACE REESE MEMORIAL SCHOLARSHIP<br>Established 1973 | Awarded to Theatre-oriented students. |
| CAROL REED MEMORIAL SCHOLARSHIP<br>Established 1983 | Awarded to students with financial need. |
| CONRAD E. RONNEBERG SCHOLARSHIP<br>Established 1956 | Awarded to foreign students on the basis of financial need. |
| GEORGE M. AND HARRIETTE McCANN ROUDEBUSH SCHOLARSHIP<br>Established 1943 | Awarded to students with financial need with preference given to students who participate in athletics. |
| EDSON RUPP MEMORIAL SCHOLARSHIP<br>Established 1961 | Awarded to students with financial need. |
| JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP<br>Established 1970 | Awarded to students with financial need. |
| JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP<br>Established 1983 | Awarded to students with financial need. |
| THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP<br>Established 1974 | Awarded to students with financial need. |
| VINTON R. SHEPARD MEMORIAL SCHOLARSHIP<br>Established 1963 | Awarded to an English major on the basis of financial need. |
| ELIZA SMART SHEPARDSON SCHOLARSHIP<br>Established 1939 | Awarded to a woman student with major or general interest in Music, demonstrating financial need. |
| FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP<br>Established 1944 | Awarded to students with financial need. |
| GEORGE DeFREESE SHEPARDSON MEMORIAL SCHOLARSHIP<br>Established 1969 | Awarded to students in the field of Science on the basis of financial need. |
| HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP<br>Established 1969 | Awarded to students in the field of English or Dramatics on the basis of financial need. |
| SHORNEY MEMORIAL SCHOLARSHIP<br>Established 1938 | Awarded to students with financial need. |
| ERI J. SHUMAKER MEMORIAL SCHOLARSHIP<br>Established 1964 | Awarded to students with financial need. |
| FRANKLIN G. SMITH SCHOLARSHIP<br>Established 1957 | Awarded to students with financial need. |
| LOREN E. & MILDREN M. SOUERS SCHOLARSHIP<br>Established 1982 | Awarded to students with financial need. |
| AMANDA SPERRY SCHOLARSHIP<br>Established 1936 | Awarded to students with financial need. |
| HERBERT F. STILWELL SCHOLARSHIP<br>Established 1937 | Awarded to students with financial need. |

| | |
|---|---|
| MARY ANN SEARS SWETLAND MEMORIAL SCHOLARSHIP<br>Established 1982 | Awarded to students with financial need. |
| SURDNA FOUNDATION SCHOLARSHIP<br>Established 1983 | Awarded to students with financial need. |
| ELIZABETH TREMBLEY SWISHER SCHOLARSHIP<br>Established 1970 | Awarded to students with financial need. |
| THOMAS SCHOLARSHIP<br>Established 1976 | Awarded to students with financial need. |
| ESTELLE KING VAN BEUREN ENDOWED MEMORIAL SCHOLARSHIP FUND<br>Established 1981 | Awarded to men or women with financial need who as freshmen intend to major in music. |
| CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP<br>Established 1959 | Awarded to students with financial need. |
| S. RICHARD VAN HORNE MEMORIAL SCHOLARSHIP FUND<br>Established 1983 | Awarded to students with financial need with preference to descendents of S. Richard Van Horne and children of employees of Corrugated Supplies Corp. |
| DANIEL VAN VOORHIS SCHOLARSHIP<br>Established 1928 | Awarded to students with financial need. |
| VISUAL ARTS SCHOLARSHIP<br>Established 1971 | Awarded to aid needy and promising Art majors. |
| CHARLES GARDNER WATERS SCHOLARSHIP<br>Established 1937 | Awarded to students with financial need. |
| CHARLES G. & CLARA FERRIS WATERS SCHOLARSHIP<br>Established 1937 | Awarded to students with financial need. |
| EARL H. & IRENE L. WELLS SCHOLARSHIP<br>Established 1962 | Awarded to students with financial need. |
| CHARLES F. WHISLER & FAMILY SCHOLARSHIP<br>Established 1936 | Awarded to students with financial need. |
| CINDY WHITACRE '73 SCHOLARSHIP<br>Established 1979 | Awarded to a Junior or Senior majoring in German or French. |
| KATHERINE GEAR WIGHTMAN SCHOLARSHIP<br>Established 1943 | Awarded to students with financial need. |
| RUSSELL H. WILLIAMS MEMORIAL SCHOLARSHIP<br>Established 1959 | Awarded to students with financial need. |
| ANNETTE LODGE WINTERS SCHOLARSHIP<br>Established 1973 | Awarded to foreign students on the basis of financial need. |
| MATTHEW LAWRENCE WOOD SCHOLARSHIP FUND<br>Established 1981 | Awarded to students with financial need. |
| MR. AND MRS. W. C. WOODYARD MEMORIAL SCHOLARSHIP<br>Established 1963 | Awarded to students with financial need. |
| MABLE MOORE WRIGHT SCHOLARSHIP<br>Established 1971 | Awarded to students with financial need. |

**Need-Based Scholarship Funds for Men**

| | |
|---|---|
| MARIA T. BARNEY MEMORIAL SCHOLARSHIP<br>Established 1881 | Awarded as scholarship to worthy young men of high moral character. |
| A. F. & A. A. BOSTWICK SCHOLARSHIP<br>Established 1928 | Awarded to students with financial need. |
| HENRY THURSTON CRANE SCHOLARSHIP<br>Established 1937 | Awarded to students with financial need. |
| DAVID & JANE HARPSTER SCHOLARSHIP<br>Established 1897 | Awarded to students with financial need. |
| HAWES KEY CLUB SCHOLARSHIP<br>Established 1957 | Awarded as scholarship to Key Club member of Licking County or other Key Club members if nonavailable from Licking County. |
| JOHN H. HISLOP MEMORIAL<br>Established 1951 | Awarded to students with financial need with first priority to male students. |
| A. BLAIR KNAPP MEMORIAL SCHOLARSHIP<br>Established 1970 | Awarded to student athlete preferably a basketball player with financial need. |
| EUGENIO KINCAID LEONARD SCHOLARSHIP<br>Established 1882 | Awarded to worthy male displaying high morals and scholarship. |
| LIVINGSTON MEMORIAL SCHOLARSHIP<br>Established 1979 | Awarded to men with financial need majoring in physical education. |
| WILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP<br>Established 1960 | Awarded to former Newark, Ohio student enrolling as Freshman. |
| MARY ARNOLD STEVENS SCHOLARSHIP<br>Established 1874 | Awarded to students who evidence Christian faith and life. |
| LEWIS NEWTON THOMAS III MEMORIAL SCHOLARSHIP<br>Established 1974 | Awarded as general scholarship to sophomore or junior active member(s) of Ohio Zeta chapter of Alpha Tau Omega Fraternity. |
| EBENEZER THRESHER SCHOLARSHIP<br>Established 1891 | Awarded with preference to men of good scholarship and promising talents. |
| ROBERT W. VANDERVEER, JR. MEMORIAL SCHOLARSHIP<br>Established 1958 | Awarded to male students with financial need. |

**Need-Based Scholarship Funds for Women**

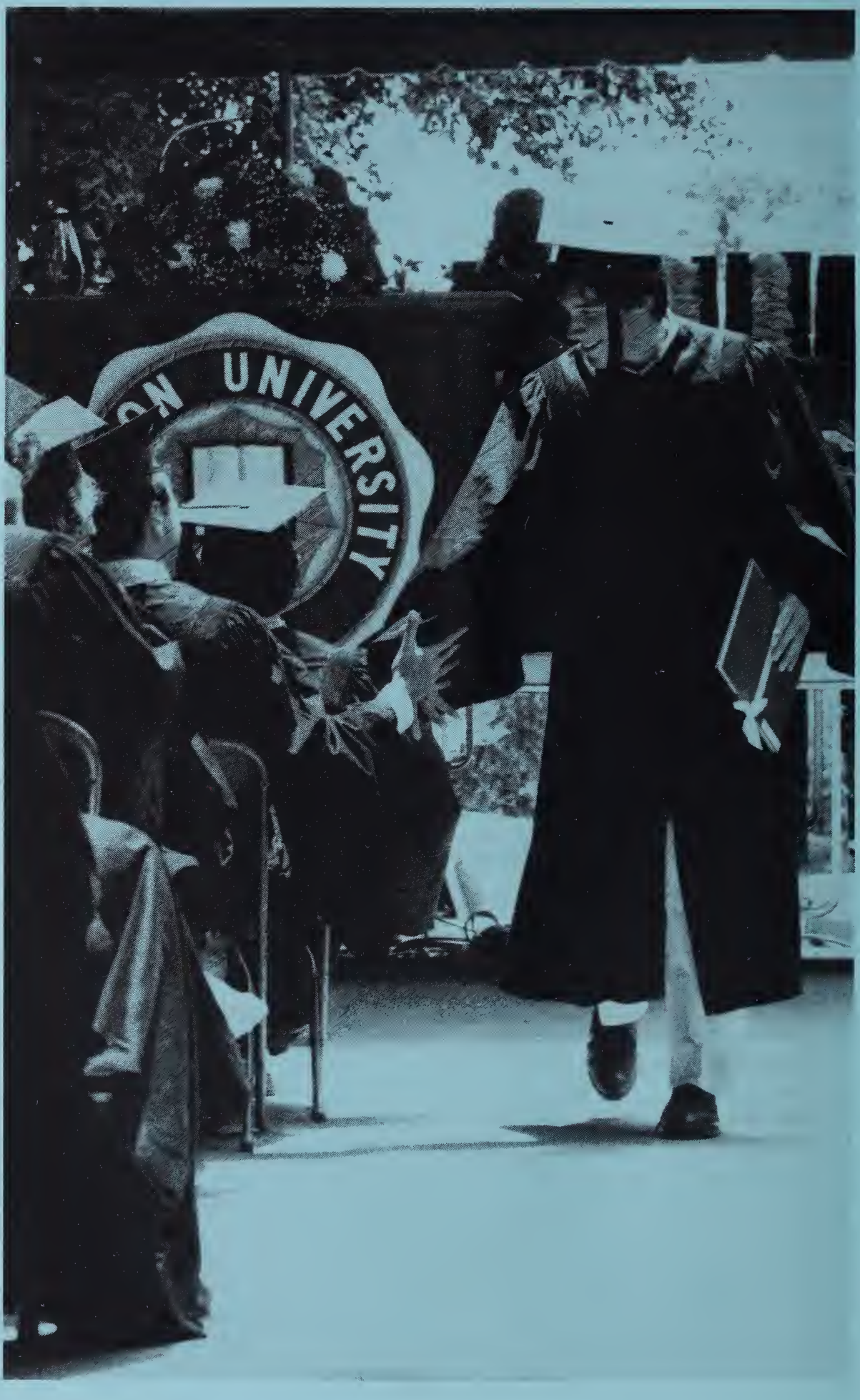
| | |
|---|---|
| BETTY ANN ROBINSON ARBUCKLE SCHOLARSHIP<br>Established 1961 | Awarded to female student with financial need with good scholarship and who displays concern through campus service. |
| CHARLES T. CHAPIN SCHOLARSHIP<br>Established 1912 | Awarded to female student dependent upon own resources for her education and of high moral character. |

| | |
|---|---|
| HARRY THURSTON CRANE SCHOLARSHIP<br>Established 1937 | Awarded to female student with financial need. |
| IDA SAUNDERS FISHER SCHOLARSHIP<br>Established 1932 | Awarded to female student with financial need. |
| MARTHA S. FULLER MEMORIAL SCHOLARSHIP FUND<br>Established 1984 | Awarded to women students from New England with financial need. |
| FLORA PRICE JONES SCHOLARSHIP<br>Established 1917 | Awarded to women students with financial need. |
| J. W. KING SCHOLARSHIP<br>Established 1887 | Awarded to worthy young women with financial need. |
| HANNAH SNOW LEWIS SCHOLARSHIP<br>Established 1946 | Awarded to worthy young women with financial need. |
| LIDE-SHEPARDSON-MARSH MEMORIAL SCHOLARSHIP<br>Established 1920 | Awarded to students with financial need. |
| MARTHA A. LUSE SCHOLARSHIP<br>Established 1928 | Awarded to worthy young women with financial need. |
| JAMES MCCLURG SCHOLARSHIP<br>Established 1928 | Awarded to worthy young women with financial need. |
| MARY MILLER SCHOLARSHIP<br>Established 1914 | Awarded to worthy young women with financial need. |
| MORTAR BOARD SCHOLARSHIP<br>Established 1950 | Awarded to women students with financial need. |
| PHILOMATHEAN MEMORIAL SCHOLARSHIP<br>Established 1928 | Awarded to aid women students with financial need. |
| MARGARET C. F. AND ALICE W. RICHARDS MEMORIAL SCHOLARSHIP<br>Established 1946 | Awarded with preference to entering foreign woman student or sophomore woman displaying leadership qualities. |

## Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call:

Lynn Gilbert, Director
Office of Financial Aid and Student Employment
Denison University
Box H
Granville, Ohio 43023
(614) 587-6279


UNIVERSITY

# Interdepartmental Programs

## The Honors Program

The Honors Program is especially designed for outstanding students. It consists of seminars and courses intended to meet the intellectual aspirations and expectations of highly motivated and gifted students.

### Freshman/Sophomore Seminars

Each semester, seminars and courses are offered for first- and second-year students. The topics change by semesters. Students receiving invitations may register for one or more seminars/courses each term. Honors sections of Freshman Studies courses are normally offered each term.

Prerequisites: Entering freshmen with outstanding secondary school records are invited to participate in the Honors Program during the first year. Following the first semester of the freshman year, every first- and second-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Dean of the College, a student who excels in a particular area may be invited to enroll in an honors seminar.

### Junior/Senior Great Books Seminars

A seminar in the Great Books offered for outstanding junior and senior students. Occasionally, different seminars are offered. Offered when staffing permits.

Prerequisites: Students with junior standing and a 3.4 or higher grade-point average (or upon the recommendation of a faculty member to the Dean of the College) are extended invitations.

All courses in the Honors program meet a requirement in the General Education program of the College.

### Coordinator

Audrey Clapham, Associate Dean of the College

### Faculty Staff

Drs. Lisska, Miller, Snyder, King, Santoni, Dresser, Wilhelm, Martin, Brasmer.

### Freshman/Sophomore Honors Seminars and Courses

For Fall, 1985
NOTE: All course numbers refer to Interdepartmental Courses

**192—FRESHMAN/SOPHOMORE HONORS SEMINAR.** Special courses devised by faculty for academically strong students. Participation is by invitation only. Topics for honors seminars in the past include: Laughter and Its Motives: The Comic Impulse in Literature and Human Experience; The American Economic System: The Challenge of Radical Reform; and The American Way of War.

For Spring, 1986:

**TO BE ANNOUNCED**

### Junior/Senior Honors Seminars

(NOTE: All course numbers refer to Interdepartmental Courses)

**393—THE GREAT BOOKS: THE GREEK ERA.** Readings and discussions of representative writings of the era, including Plato, Thucydides, Aristotle, Euripides, and others. Prerequisites: 3.4 grade point and Junior standing. (Offered in the fall.) **A. Gordon/Lisska. 2**

**394—THE GREAT BOOKS: THE MEDIEVAL ERA.** Readings and discussions of representative writings of the era, including Augustine, Dante, Aquinas, Chaucer, and others. Prerequisites: 3.4 grade point and Junior standing. (Offered in the spring.) **Lisska. 2**

## Interdepartmental Courses

### Course Offerings

**INTERDEPARTMENTAL 135—DENISON GREEK STUDIES PROGRAM.** Offered in alternate years, the Denison Greek Studies Program is an *interdisciplinary introductory-level* course in ancient Greek civilization carrying either four (4) or eight (8) Denison course credits. At the heart of the program is the summer seminar which involves *six weeks of travel and intensive study in Greece* (three weeks for the four-credit option) during which major archaeological sites on the mainland and selected islands are explored. Students become immersed in the ancient world through intensive study of ancient Greek *art and archaeology, drama, history, literature, philosophy, and science.* An interdisciplinary team of professors helps to create an exciting context for learning in which students and faculty work *together* to understand the fundamental contributions made by the Greeks to our western intellectual and cultural heritage. This program represents a unique educational opportunity for students majoring in virtually any of the humanities or social sciences. It can also prove especially beneficial to *natural* or *life science* majors whose academic schedules frequently rule out foreign study during the regular academic year. The Denison Greek Studies Program will be offered in 1986.

**INTERDEPARTMENTAL 320—ASIAN LITERATURE IN ENGLISH TRANSLATION.** A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. **Stoneburner. 4**

**INTERDEPARTMENTAL 324—RELIGION AND PSYCHOLOGY.** An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. Same as Religion 324. **Woodyard. 4**

**INTERDEPARTMENTAL 353-354—JEWISH IDEAS, TEXTS & TRADITIONS.** see Religion 202. **Staff. 4**

**INTERDEPARTMENTAL 392—ETHICAL DECISIONS IN MEDICINE.** Staffed by faculty in the religion and biology departments, this course is designed to expose students to various topics in medicine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies in the following areas: abortion and population control, genetic screening and counseling, molecular, genetic engineering, behavior modification, human experimentation, patient-physician relationships, and death and dying. Offered each spring semester. **Stukus, Novak. 4**

**INTERDEPARTMENTAL 441-442—ENVIRONMENTAL RESEARCH.** The course is a problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of participating students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of faculty members from the following departments: Economics, Political Science, Sociology/Anthropology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies. **Alrutz. 4**

**INTERDEPARTMENTAL 443-444—ENVIRONMENTAL SEMINAR.** This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, projects, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, visits to off-campus meetings, and individual projects. **Alrutz. 2**

# Interdepartmental Majors

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

## Black Studies

### Coordinator

The Rev. John Jackson, Director of Center for Black Studies

### Faculty Staff

Drs. Hamlet, Bostian, Pletcher, Condray, Freeman, Lee, Kirby, Nichols, Schilling, Tavakolian, Maynard, Mr. Hall, Rev. Jackson.

### Guidelines

The Black Studies curriculum invites students to explore the Black Experience in various ways, including an interdisciplinary major or minor.

The Black Studies curriculum is administered by a faculty committee and the Director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with their faculty advisers, as well as coordinates and evaluates the Black Studies curriculum.

### A Major in Black Studies

A Black Studies major is expected to develop a special mastery of a subject matter and methodology by concentrating on a particular topic or problem, within a particular academic department or division, or in a particular area studies field.

The Black Studies major requires a minimum of 32 credit hours and the completion of a senior project.

There are three core courses in Black Studies, required of a major in the area:

Black Studies 235 — Introduction to Black Studies

English 255 — Ethnic Literature

History 215 — The History of Blacks in America

In addition to the core courses, the Black Studies major requires the choice of one of four educational models and a culminating learning experience. This experience is designed to encourage the student to confront, in a substantial manner, the breadth and depth of knowledge in the field.

### A Minor in Black Studies

The minor in Black Studies requires a minimum of 20 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 215). Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the Student's major field. The directed study should be taken in the Junior or Senior year.

## Course Offerings

## Black Studies

**235—INTRODUCTION TO BLACK STUDIES.** An interdisciplinary course examining the relationship between class, race, and culture in the context of American Black Slavery, the Roosevelt Era, and the contemporary period. **Jackson. 4**

**362—DIRECTED STUDY.** **Staff. 3-4**

**385—SENIOR PROJECT.** **Staff. 3-6**

## Dance

**151—BEGINNING ETHNIC/JAZZ TECHNIQUE.** This course introduces the student to the fundamental aspects of modern contemporary jazz and Afro-Caribbean Dance. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. The African origin of Caribbean Dance and the exterior cultural influences which have affected it are also examined. **Hall. 1**

**226—AFRO-AMERICAN DANCE THEATRE.** This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in the U.S. life, as well as their contributions to the arts in U.S. society, will be studied. **Hall. 3**

**251—INTERMEDIATE ETHNIC/JAZZ TECHNIQUE.** This course enhances the theoretical concepts of movement in relation to the contemporary jazz and Afro-Caribbean concepts covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **Hall. 1**

## English

**255—ETHNIC LITERATURE.** An introductory study of black literature in America, emphasizing the modern period. **Hamlet, Lee. 4**

**259—ORAL TRADITION AND FOLK IMAGINATION.** An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Lee, Hamlet, Nichols. 4**

**310—STUDIES IN WEST AFRICAN LITERATURE.** A critical analysis of representative fiction, poetry and drama by such outstanding West African authors as Wole Soyinka, Chinua Achebe, Christopher Okigbo, Ayi Kwei Armah, Ama Ata Aidoo, Leopold Senghor, Ousmane Sembene and others, as well as an examination of the incisive critical commentary on the cultural, aesthetic and literary issues of the day. **Hamlet. 4**

**OR (as an alternative)**

A critical analysis of representative fiction, poetry and drama by Wole Soyinka, Chinua Achebe, Ayi Kwei Armah, Leopole Senghor, Ama Ata Aidoo and others, as well as an examination of the incisive critical commentary of the day.

**355—THE HARLEM RENAISSANCE.** Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Lee. 4**

**356—THE NARRATIVE AND POETRY OF BLACK AMERICA.** A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. **Staff. 4**

## History

**215—A HISTORY OF BLACKS IN AMERICA.** A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. **Kirby. 4**

**235—AN INTRODUCTION TO MODERN AFRICA.** A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

**316—TOPICS IN BLACK HISTORY.** Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215. **Kirby. 4**

## Music

**109—JAZZ AND OTHER MUSIC OF BLACK AMERICANS.** This course will concentrate on jazz but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave day to the present. **Bostian. 3**

## Political Science

**370b—SOUTHERN AFRICA: THE POLITICS OF RACE.** The historical developments of race relations in South Africa, Namibia, Zimbabwe, Angola, and Mozambique will be examined, with special attention on the development of apartheid in South Africa. The course also will focus on : (1) liberation movements and African resistance to racial oppression; (2) the anti-apartheid movement in the U.S. and Europe; and (3) the foreign policies of the U.S. government and businesses regarding the region. (Not offered in 1983-84.) **Pletcher. 4**

## Psychology

**302—BLACK PSYCHOLOGY.** The focus will be on the psychology of the black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, black child care, mixed marriages, black athletes and employment, and the black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 100. **Freeman. 3**

## Religion

**228—BLACK RELIGION AND BLACK THEOLOGY.** An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

**340b—MODERN BLACK LITERATURE AND BLACK RELIGION: A MERGER OF IDEAS.** The course is an intensive exploration of the topic "Black Nationalism and Black Identity" through primary and secondary religious sources (sermons, autobiographies, theological treatises) and through literature (fiction, poetry, and drama). Students will be exposed to a number of non-traditional learning experiences including black nationalistic churches and storefront churches. **Lee, Jackson. 4**

## Sociology/Anthropology

**320—CASE STUDIES IN ETHNOGRAPHY.** This course will utilize a cultural ecological approach in the analysis of cultural diversity. A series of case studies in ethnography will be examined for purposes of understanding the methods and objectives of ethnographic research, and the findings in such studies will be compared and analyzed within an ecological framework. **Tavakolian. 4**

**345a—COMPARATIVE THERAPEUTIC SYSTEMS.** Social science has become concerned increasingly with the comparative study of mental illness and medicine in general. For many societies, indeed, it is difficult to maintain a clear distinction between mental and physical illness in their conceptualization and treatment, a view found also in Western ideas about holistic medicine. In light of the variety of therapeutic systems cross-culturally, and their real efficacy in many cases, medical anthropology and sociology have sought to describe and understand the nature of medical etiology, diagnosis, and treatment in both Western and non-western societies. The course will focus especially on the influence of social and cultural factors on ideologies of illness and the ill, as well as on the institutional arrangements and procedures for the care of patients. We will be concerned as well with the variety of theoretical views in the study of illness, not simply as a somatic or psychiatric phenomenon, but as part of a sociocultural system with consequences for society. Of importance here will be to compare the nature and quality of health care systems in the U.S. and other societies, and the social history of their development. We will conclude our study with an examination of change and resiliency in traditional medical and psychiatric systems, and the degree to which they may be compatible with, and of benefit to, Western medical practice.
**Maynard. 4**

**209—SOCIAL PROBLEMS AND SOCIAL POLICY.** A critical analysis of selected current social problems such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. **Staff. 3**

**312—MINORITY RELATIONS.** While the phenomenon of minority relations, ranging from conflict to pluralism, is world-wide and an examination of these relationships will be explored from a cross-cultural perspective, the major thrust of this course is an examination of minority relations within the United States. We will explore the contexts within which race and ethnic relations developed, the social structure in which contemporary minority relations exist today and the major forces and directions of change. This course satisfies the minority studies requirement and has no prerequisites. **Valdes. 4**

## Speech Communication

**229—WOMEN, MINORITIES AND THE MASS MEDIA.** This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramifications of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties. (meets 382 GE requirement) **Condray. 3**

## Sociology/Anthropology

**330—COMPARATIVE SOCIAL INSTITUTIONS.** This course analyzes contemporary and past forms of socio-cultural organization of cultures throughout the world. Bases of structures, crises and consequences produced, and interactions among these forms are addressed. The course may focus at times on different cultural areas; one important emphasis, however, has been the societies of subSaharan Africa.
**Maynard. 4**

# Classical Studies

### Coordinator

Garrett Jacobsen

### Assistant Professor

Garrett Jacobsen (1982- )
B.A., Franklin & Marshall; M.A., Ph.D., Ohio State U.

### Instructor

Denise Davis (1984- )
B.A., M.A., Ohio State U.

### Classics Committee

Michael Gordon (Chair), Garrett Jacobsen, Milton Emont, Anthony Lisska, Jules Steinberg, Charles Stoneburner, David Woodyard.

### Guidelines

By definition, a liberal arts education stresses the importance of coming to terms with those elements central to the development of a free human spirit. Classical Studies affords the opportunity for students to undertake thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area surrounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations — the Minoan-Mycenaean, the Greek and the Roman; two languages — Greek and Latin; and a geographical area including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the aspects of human achievement which have served as the foundations of western civilization. These inquiries encourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity with classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

The study of Classics provides the opportunity for the student to realize various objectives: the acquisition of a competence in the classical languages; the development of an appreciation, a comprehension, and an enjoyment of classical literatures; and an understanding of the history and culture of the ancient world. Classics assists in making available the great literature of the world and places emphasis on aspects of the Greek and Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study of human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary human beings. Since we have in their civilizations the completed record of their failures and successes, in a true sense, the Classics serve as the nucleus of a liberal arts education.

## Major in Classical Studies

Classical Studies offers two majors: Latin and Classical Civilization.

The major in Latin provides an opportunity to learn the language and study the literature of the ancient Romans. Within an historical framework, the curriculum covers the most important literary genres and authors, illustrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance the knowledge of students interested in history and literature, while ensuring the competency of prospective teachers of Latin.

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and Rome. By examining the social identity, political evolution, and intellectual development of classical civilization, the student derives an essential understanding of the historical and cultural foundation of contemporary western society. The curriculum is designed to present a broad perspective of classical antiquity and to answer the question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for work in law, government, modern languages, literature, education, philosophy, religion, history, and the arts.

## Requirements for Majors and Minors

**Latin.** The major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond Latin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses beyond Latin 211 and either CLCV 202 or CLCV 212.

**Classical Civilization.** The major in Classical Civilization requires the completion of the four core courses (CLCV 201, 202, 221, and 211 or 212); Latin 111-112 or Greek 111-112; a "related" course taken in the Departments of Political Science, Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, CLCV, "related" courses, or "heritage" courses; and the Senior Conference. The minor in Classical Civilization requires the completion of the four core courses and two electives chosen with the consent of the adviser.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction with a course required for the major andn will be structured as a series of joint conferences throughout the semester between the student, the instructor of the required course, and a member of the Classical Studies staff. It is expected that student will write a major paper as part of this activity. Students will receive one hour of credit for this activity, which must be taken during the senior year. Senior Research may be substituted for the Senior Conference.

## Course Offerings

## Latin

**LATIN 111—ELEMENTARY LATIN.** An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite. **Staff. 4**

**LATIN 112—INTERMEDIATE LATIN.** An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or placement examination. **Staff. 4**

**LATIN 211—LATIN PROSE WRITERS.** Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the *Gesta Romanorum* and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or placement examination. **Staff. 4**

**LATIN 212—LATIN POETRY.** Selections from the poems Catullus and the *Eclogues* of Vergil. Elements of literary criticism and genre are considered, as well as the poet's relationship to society. Prerequisite: Latin 211 or placement examination. **Staff. 4**

*Latin 212 or permission of the staff is prerequisite for the following:

**LATIN 301—ROMAN RHETORIC.** Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education.* **Staff. 4**

**LATIN 302—ROMAN COMEDY.** Selected works of the comic playwrights, Plautus and Terence. Colloquial Latin, the definition of humor, and the influence of Greek comedy are important topics.* **Staff. 4**

**LATIN 311—ROMAN HISTORIOGRAPHY.** Selections from the works of major Roman historians: Sallust, Livy, and Tacitus. Emphasis will be given to the work of one author in matters of style, content, and bias.* **Staff. 4**

**LATIN 312—LATIN LYRIC AND ELEGY.** Selections from the *Odes* of Horace, the elegies of Propertius, and Ovid's *Amores.* Attention is directed to poetry as a vehicle of personal expression and social commentary.* **Staff. 4**

**LATIN 321—LATIN PROSE COMPOSITION.** A study of Latin syntax and composition. Using Ciceronian Latin style as a model, the skill of translating English into Latin is practiced.* **Staff. 4**

**LATIN 322—LATIN EPIC.** The epic genre as defined by Roman poets. The focus is Vergil's *Aeneid* with some comparative analysis of epics written by Lucretius, Ovid, and Lucan.* **Staff. 4**

**LATIN 331—SILVER AGE LATIN:** PROSE readings from the *Satyricon* of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society.* **Staff. 4**

**LATIN 332—SILVER AGE LATIN.** POETRY selections from the epigrams of Martial and the **Satires** of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective.* **Staff. 4**

**361-362—DIRECTED STUDY.** **3-4**

**441-442—SENIOR CONFERENCE.** **1**

**451-452—SENIOR RESEARCH.** **4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **4**

## Greek

**GREEK 111—ELEMENTARY GREEK.** An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. **Staff.** 4

**GREEK 112—INTERMEDIATE GREEK.** Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek, especially Homer. Prerequisite: Greek 111 or placement examination. **Staff.** 4

**GREEK 361-362—DIRECTED STUDIES.** 3-4

## Classical Civilization

**CLCV 201—ANCIENT GREECE: HISTORY AND CIVILIZATION.** A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on western society. (Same as History 201)+ 4

**CLCV 202—ANCIENT ROME: HISTORY AND CIVILIZATION.** A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Same as History 202)+ 4

**CLCV 211—GREEK LITERATURE AND ANCIENT SOCIETY.** A survey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English.+ 4

**CLCV 212—LATIN LITERATURE AND ANCIENT SOCIETY.** A survey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English.+ 4

**CLCV 221—CLASSICAL MYTHOLOGY.** A study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics.+ 4

**CLCV 331—TOPICS IN ANCIENT HISTORY.** An in-depth study of a particular aspect or era of ancient history including political, economic, and social themes. "Murder and Madness: Caesar to Nero", a study of the Julio-Claudian dynasty of the early Roman Empire, is an example. (Same as History 360) 4

**CLCV 341—TOPICS IN ANCIENT LITERATURE.** An examination of a particular genre or theme in ancient literature. "Greek Tragedy" or "Augustan Literature: Poetry or Propaganda?" are examples.+ 4

**CLCV361-362—DIRECTED STUDIES.** 3-4

**CLCV441-442—SENIOR CONFERENCE.** 1

**CLCV451-452—SENIOR RESEARCH.** 4

**CLCV461-462—INDIVIDUAL WORK FOR HONORS.** 4

*courses offered every third year +courses offered every other year

# Educational Studies

### Coordinator

Thomas F. Gallant, Chairperson, Department of Education

### Faculty/Staff

Individual staff members from the Departments of Education, History, Philosophy, Psychology, Sociology/Anthropology, and Speech Communication.

### Guidelines

The interdepartmental major and minor in Educational Studies are designed to teach participants about important educational issues in our society and to provide the background for service or careers in non-school settings.

The major might be especially appropriate for the person with a broad interest in educational matters or in careers such as those suggested below. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the "real world" of informed citizenship as well as provide the context within which numerous careers in education are developed.

### Major in Educational Studies

The major requires a minimum of 32 semester hours of credit, including a core of 19 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/Anthropology, or Speech Communication. Supplementing formal coursework are a required non-credit media workshop and an appropriate internship (e.g., January Term, summer job). Four or more courses taken for the major must be at the 300 or 400 level. Required core courses are the following:

Education 150, "The Learner and the Teacher (3 credits)
Education 290, "Critical Issues in American Education" (3 credits)
OR
Philosophy 320, "Philosophy of Education" (4 credits)
Psychology 310, "Learning and Motivation: Lecture" (3 credits)
Psychology 311, "Learning and Motivation: Laboratory" (2 credits)
Sociology/Anthropology 318, "Education and Society" (4 credits)
Speech 110, "Dimensions of Speech Communication" (4 credits)
Internship in Educational Services (January Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

### Minor in Educational Studies

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 10 semester hours. The non-credit media

workshop and an internship apply to the minor as well as the major. Required core courses are the following:

Education 150, "The Learner and the Teacher" (3 credits)
Education 290, "Critical Issues in American Education" (3 credits)
OR
Philosophy 320, "Philosophy of Education" (4 credits)
Sociology/Anthropology 318, "Education and Society" (4 credits)
Internship in Educational Services (January Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

## Course Offerings

## Education

**150—THE LEARNER AND THE TEACHER.** Students will meet regularly on campus for the study and consideration of common "core" topics and for the development of human relations skills necessary for teaching in a culturally pluralistic society. In addition, this course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher and the learner and/or learning process, using the school experience as a "laboratory" to gather primary sources of information. Resource persons from the field of psychology will augment the instruction. (2nd semester). Prerequisite: Psychology 100. **Gallant. 3**

**213—THE AMERICAN EDUCATIONAL SYSTEM.** A general orientation to education in the United States with some attention to various modes of inquiry and research employed by educators. Relationships between the curriculum and society will be analyzed from both a historical and a contemporary perspective. Other topics of study include the governance and financing of education, school organization and scheduling, alternative schools, multi-cultural education, teacher organizations, the influence of court decisions, and educational accountability. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of non-classroom settings. This will be related to the topics studied and will include simulation games, attendance at board of education meetings, and a trip to a vocational school. **Gallant. 3**

**290—CRITICAL ISSUES IN AMERICAN EDUCATION.** This course examines many of the critical issues facing American education today. Both immediate instructional and wider institutional issues are discussed in light of concerns facing society as a whole. Consideration is given to the philosophic concepts of freedom, authority, individuality and community to form a broader backdrop for discussing these issues. The course is deliberately eclectic, and readings are drawn from literature, the social sciences and philosophy. Among the issues discussed are the moral role of the teacher, bilingualism, multicultural education, sex education, segregation and competency testing. **Welker. 3**

**OR**

**320—PHILOSOPHY OF EDUCATION.** An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. (1st semester). Prerequisite: Sophomore standing or consent. Same as Philosophy 420. **Santoni. 4**

**373—ISSUES IN HIGHER EDUCATION.** An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator. (Not currently offered)
**Dean Smith, Coordinator. 4**

**410—GENERAL AND SPECIAL METHODS OF TEACHING.** A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront everyday, such as behavior problems, academic problems, and social problems. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in their subject areas whereby they can learn of the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of each semester). Prerequisite: 150. **Welker. 3**

## History

**311—AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development. **Staff. 3**

## Philosophy

**105—LOGIC.** A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. Offered both semesters. **Vogel, Glotzbach. 4**

**121—ETHICAL THEORY.** This seminar will explore the possibility of the justification of human action and the making of ethical judgments. There are some who claim in effect that there are no justified moral claims. We will study their arguments. There are others who try to show the way out of that sort of scepticism and we will use what they have to say to come up with some answers of our own. We will deal with problems of ethical relativity, with morality, and with international affairs. The course will also try to confront the problem of the articulation of our personal philosophies of life, their justification, and their relationship to morality. Marxist and Existentialist ethics will be emphasized during a portion of the course. There will also be a special section on the relationship between morality and art. Offered each spring semester. No prerequisite. **Goldblatt. 4**

**126—SOCIAL AND POLITICAL PHILOSOPHY.** Social and political philosophy is a course concerned with the *justification* of social and political institutions and ideas. We will use as a running theme throughout the semester the division of the United States into classes of power, primarily economic, but also sexual, racial, and what may be called creative. While we will not neglect other important classical sources, the course strategy will be to tackle relevant philosophical problems through the literature of Fascism and Socialism, with emphasis on the latter. Offered each fall semester. No prerequisite.
**Vogel. 4**

## Psychology

**220—SOCIAL PSYCHOLOGY.** The study of the ways in which individuals' thoughts, feelings, and behavior are affected by the actions of other people within a variety of social contexts. Topics covered include social perception, attitude change, aggression, interpersonal attraction, prosocial behavior, social influence, group dynamics, and other aspects of interpersonal behavior. **Darby. 3**

**240—THEORIES OF PERSONALITY.** Covers major theories of personality with intensive study of at least one theory. In Mr. Tritt's section, readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **Tritt. 3**

**310—PSYCHOLOGY OF LEARNING: LECTURE.** An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education.
**Freeman, Morris. 3**

**311—PSYCHOLOGY OF LEARNING: LABORATORY.** Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman, Morris. 2**

**330—COGNITIVE PSYCHOLOGY: LECTURE.** How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory.
**Hassebrock. 3**

**331—COGNITIVE PSYCHOLOGY: LABORATORY.** Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330.
**Hassebrock. 2**

## Sociology/Anthropology

**150—AMERICAN SOCIETY: SOCIAL STRUCTURE AND SOCIAL ISSUES.** An introduction to American society, social structures, and social institutions. The course will examine major social issues and their relationship to personal problems as experienced by a wide range of people at home, at work, and at play. In addition to patterns of economic and political power, such trends as industrialization and urbanization will be related to a number of social problems: racism, sexism, alienation, crime, resource depletion and environmental pollution. No prerequisite. **Staff. 4**

**313—THE FAMILY AND KINSHIP.** The analysis of the family as an institution, its interrelationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 100 or 150 or consent. **Diduk, Thomas. 4**

**318—EDUCATION AND SOCIETY.** A study of educational institutions, their social functions, and their interrelationships with other social institutions. Prerequisite: 100 or 150 or consent. **Staff. 4**

**331—CULTURE, SOCIETY, AND THE INDIVIDUAL.** An examination of the relationship between individuals, their society, and culture. The impact of society and culture on individual behavior, personality development, and modes of thought will be investigated in detail. Both Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or 150 or consent. **Maynard, Tavakolian. 4**

**332—SOCIALIZATION AND CULTURE.** An examination of the relationship between individuals and their society. Major emphasis will be given to the processes by which individuals learn to participate in their society. The impact of society on individual behavior, personality development, and thinking will be investigated in detail. Prerequisite: 100 or 150 or consent. **Diduk, Thomas. 4**

## Speech Communication

**101—PUBLIC SPEAKING.** A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Dresser, Markgraf, Staff. 2**

**110—DIMENSIONS OF SPEECH COMMUNICATION.** An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. **Markgraf. 4**

**221—GROUP DISCUSSION.** A study of oral communication in the small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills.
**Dresser. 3**

**226—THE SOCIAL IMPACT OF MASS MEDIA.** This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. **Carragee, Condray. 4**

**304—INTERPERSONAL COMMUNICATION.** Such aspects of the communication process as self-disclosure, listening, semantic problems in communication, nonverbal communication, and barriers to interpersonal understanding are studied through structured experiences and class discussion. **Dresser. 3**

**308—MASS MEDIA WRITING AND CRITICISM.** A course which examines the informative and persuasive languages of print, radio, and television. Students will prepare and analyze news and feature materials for each medium. **Condray. 4**

**312—COMMUNICATION THEORY AND CRITICISM.** A study of selected rhetorical, behavioral, and humanistic approaches to communication, with a consideration of their underlying assumptions and implications. **Condray. 4**

# French Area Studies

## Coordinator

Josette Wilburn

## Faculty Staff

Drs. Wilburn, Lucier, Bogdanovitch, Hirshler, Schilling, Bishop, Emont, O'Keefe.

## Guidelines

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology/Anthropology, and English.

Students begin an Area Study of France by taking the introductory course, French 301-302. A directed study in the area, French 401-402, is taken during the senior year, offering students an opportunity for independent study on any phase of the area that best satisfies their interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

## Course Offerings

### French Area studies

**301—AREA STUDY: FRANCE.** A survey of French cultural and political history from its origins to the Revolution. Students examine historical documents and aspects of literature and the arts as reflections of various periods, and as a foundation for contemporary French culture. **Wilburn. 3**

**302—AREA STUDY: FRANCE.** The course deals with the question: "What makes the French French?" by examining aspects of contemporary French culture (attitudes and concepts, child reading and the process of socialization, the structure of family and society, symbolic behavior.) The approach is comparative, stressing the differences and causes of misunderstanding between the French and the American cultures. **Wilburn. 4**

**401-402—PROBLEMS IN AREA STUDY.** A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence. AREA STUDY: FRANCE. **Wilburn. 3-4**

## Language and Literature

12 hours at the 311 level or above, must include:

**415—ADVANCED FRENCH GRAMMAR AND WRITING.** Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. **Emont. 4**

## Economics

**100—PRINCIPLES AND PROBLEMS.** A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This course is designed as a General Education course, but potential majors and minors are expected to take it as their first course in the department. **Staff. 4**

**314—INTERNATIONAL ECONOMICS.** The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisites: 100, 302. **Lucier. 4**

## Geography

**232—GEOGRAPHY OF EUROPE.** Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe. **Staff. 3**

## History

**211—MODERN EUROPE.** An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. **Staff. 4**

**351—EUROPEAN DIPLOMATIC HISTORY: 1815-1914.** A study of European international relations from the Napoleonic period to the First World War. **Schilling. 4**

**353—WAR AND REVOLUTION IN THE 20th CENTURY.** An examination of how the twin forces of war and revolution have shaped the character of the contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

**356—INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES).** The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. **Staff. 3**

### Political Science

**221—COMPARATIVE POLITICS.** An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts for the purpose of political analysis. Analysis will focus upon politics in the four most populous states of western Europe: the United Kingdom, France, the Federal Republic of Germany, and Italy. The first 9 or 10 weeks of the course will be devoted to discussing the major features of politics in each country and the last 4 or 5 weeks will concentrate on analyzing similarities and differences in politics in the various countries. **Bishop. 4**

**242—INTRODUCTION TO INTERNATIONAL POLITICS.** This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher, Sorenson. 4**

### Electives

### Art

**155-156—HISTORY OF ART SURVEY.** General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. **Tobin, Hirshler, Staff. 3**

### English

**349—STUDIES IN EUROPEAN LITERATURE.** Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**

**350—MODERN EUROPEAN LITERATURE.** Selected major 20th Century works in translations including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**

## Latin American Studies

### Coordinator

Nicholas Alvarez

### Faculty Staff

Professors Aberle, Alvarez, Armas, Hamlet, King, Maynard, Tavakolian, Valdes, Woodyard.

### Guidelines

Denison University offers an interdisciplinary major that affords both broad preparation and specialized training in the field of Latin American Studies. The major is designed to develop student competence relevant to employment in governmental and international agencies, in private enterprise, and in teaching. The student who majors in this program will be required to study at least one semester at the Great Lakes Colleges Association (GLCA) program in Bogota, Colombia, or in any other Latin American country with a similar program with the previous consent of the LAS Committee. A student minoring in Latin American Studies is not required to study abroad. Seminars will enable the student to concentrate on

areas of personal interest. The Latin American Studies Program is organized and administered by an interdepartmental faculty committee and a coordinator.

## Major

Requirements for the Major:

I. Language. Proficiency in Spanish or Portuguese through the level of intermediate conversation.

II. Latin America. Nine courses will be required regardless of number of credit hours.

LAAS 201 and 8 other courses in the following areas, to be taken either at Denison or at the GLCA Bogota program or similar program abroad:

Third World Economics (Denison)
Geography of Latin America
History of Latin America
Latin American Politics
Latin American Literature (Denison)
Latin American Indian Societies (Denison)

One elective course is required to be chosen from:

Economics of the Oppressed Groups: Economic Factors and Theological Perspectives
Peasant Society and Culture
Seminar on Latin American Literature
Any seminar offered at the GLCA Program (Bogota) or similar program abroad
Any course at the discretion of the LAS Committee

A one-semester Senior Research Project for 4 credits, directed by any professor on the committee, is required.

## Minor

Requirements for the Minor:

I. Language. Proficiency in Spanish or Portuguese through the level of intermediate conversation.

II. Latin America. LAS 201 and four other courses chosen from those areas listed for the Major. In the case of prerequisite conflicts, the student may petition the committee for an exception.

## Course Offerings

### Latin American Studies

**201—INTRODUCTION TO LATIN AMERICAN AREA STUDIES.** A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American countries. Conducted in English. **Alvarez. 3**

**451-452—SENIOR RESEARCH.** **4**

## Economics

**316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD.** A survey of the structure and problems of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 100 **King. 3**

**319—ECONOMICS OF THE OPPRESSED GROUPS: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES.** Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. **Woodyard, King. 4**

## Geography

**GEOGRAPHY OF LATIN AMERICA.** To be taken at the GLCA-program in Bogota or any other similar program in Latin America.

## History

**HISTORY OF LATIN AMERICA.** To be taken at the GLCA-program in Bogota or any other similar program in Latin America.

## Political Science

**LATIN AMERICAN POLITICS.** To be taken at the GLCA-program in Bogota or any other similar program in Latin America.

## Sociology/Anthropology

**319—INDIAN SOCIETIES OF LATIN AMERICA.** Ethnography of Native Americans south of the Rio Grande, with special amphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. Ethnographic case studies will be utilized to assess the impact of cultural domination of indigenous societies and attempts to maintain their traditional ways of life. Prerequisite: 100 or 150 or consent. **Maynard, Tavakolian. 4**

**322—PEASANT SOCIETY AND CULTURE.** A majority of the present human population is defined by the characteristics of peasantry. Such peoples are rural, preindustrial, agricultural food-producers subject to the external political and economic domination and control of the market, the town, and the centralized state. In this course we will examine the patterned regularities of socioeconomic institutions and ideology found in such societies. Prerequisite: 100 or 150 or consent. **Staff. 4**

## Language

**111—BEGINNING SPANISH I.** An introductory course in Spanish concerned with the four basic skills of aural comprehension, speaking, reading and writing. Emphasis will be on basic language structure. No high school Spanish or placement. **Staff. 4**

**112—BEGINNING SPANISH II.** A continuation of skill development through the completion of basic Spanish structure. Prerequisite: 111 or placement. **Staff. 4**

**211—INTERMEDIATE SPANISH.** The final semester of the three-semester sequence of basic courses. Emphasis on the four skills will be combined with a progressive review of the more difficult points of Spanish grammar. Prerequisite: 112 or placement. **Staff. 4**

**213—CONVERSATION.** An advanced intermediate course to develop conversational ability in a variety of daily life situations; emphasis is on oral comprehension and speaking. Prerequisite: 211 or consent.
**Alvarez, Armas, Cash. 3**

### Literature

**315—SPANISH AMERICAN LITERATURE.** Study of literary genres, periods and movements in Spanish America. Conducted in Spanish. Prerequisite: 220 or 224. **Alvarez, Armas. 4**

**415—SEMINAR IN SPANISH AMERICAN LITERATURE.** Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. Conducted in Spanish. Prerequisite: 315 or consent.
**Alvarez. 3**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3-4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

## Women's Studies

### Faculty Staff

Margot I. Duley, Director
Associate Professor of History and Women's Studies
Mary Schilling, Women's Coordinator
(Additional faculty are listed below with the courses they teach.)

### Women's Studies at Denison: General Information

The Women's Studies program includes courses within a range of departments, offered at introductory, intermediate and advanced levels. Particular courses may vary from year to year, but the ones listed below are typical.

Students interested in specializing in Women's Studies have two options: a major, or the minor, both of which are described below. Many supplementary opportunities are also available to all students who wish to enrich their experience with Women's Studies or their acquaintance with the Women's movement:

**(1) January Term,** Many January Term offerings feature Women's Studies themes. Recent and current examples include: Third World Women's Literature (Valerie Lee, English), Internships at Planned Parenthood (Newark, Ohio and Naples, Florida), Women Employed (Chicago), and Women's Equity Action League (Washington, DC); Four Heroines of the Nineteenth Century (Janet Freeman, English).

**(2) The Women's Resource Center,** Located on the first floor of Fellows Hall, the Center houses a collection of books, periodicals and reference files, including information about local services for women. The Center also serves as a study and meeting place.

**(3) Great Lakes Colleges Association Programs.** The GLCA consortium of twelve liberal arts colleges sponsors an active women's studies program. Students may participate in semester-long internships in such areas as women's health care, legal services, feminist art, counseling, etc. The GLCA also hosts an annual Women's Studies conference for students and faculty.

**(4) Campus Organizations:** Such organizations as Women's Emphasis, the Women's Studies Committee, and Committee W (for faculty and professional staff women) are active on the campus. In addition, a variety of special-purpose groups exist, offering assertiveness training, self-defense instruction, peer support for gay women, and support for those with health or diet problems.

The Women's Coordinator oversees activities and services for women, edits the Women's Studies Newsletter and serves as an advocate on issues involving women.

### A Minor in Women's Studies

A student wishing to minor in Women's Studies should see the Director of Women's Studies to coordinate course selection. At least six courses must be selected, of which at least four must be from the ones listed below (or similar courses taught in subsequent years and approved by the Academic Affairs Council for this purpose). Because of the close relationship between the concerns of women and those of other minority or disadvantaged groups, at least two courses for the minor must be in the areas of Black Studies, Latin American Area Studies, or other intercultural studies. These two courses need not focus specifically on women nor need they be ones that fulfill the Minority and Women's Studies General Education requirement. The Director of Women's Studies can provide information about which courses meet this part of the requirement.

### A Major in Women's Studies

To major in Women's Studies, a student is required to take a minimum of 32 credit-hours, 21 of which must be distributed as follows:

| | |
|---|---|
| W.S. 101, Women's Studies* | 3 credits |
| Philosophy 275, Philosophy of Feminism | 4 credits |
| Advanced Seminar in Women's Studies | 2 credits |
| Two courses in Minority Studies | 8 credits |
| W.S. 451 or 452, Senior Research | 4 credits |

*Since it is possible for students to take this course more than once, no more than 6 credit hours in W.S. 101 will count toward the 32-credit minimum for the major.

The remaining 11 credits are elective and should be chosen by the student in consultation with the Director of Women's Studies.

The student majoring in Women's Studies is encouraged to combine academic theory with practice by participating in one or more field experiences, preferably in programs through which the student's work can be evaluated by a member of the Denison faculty. Students might elect to meet this expectation by participating in programs ranging from DCA-sponsored projects to the GLCA Philadelphia Urban Semester to January Term internships. Students might also take Psychology 202 (Field Experience in Psychology) or Field Experience in Black Studies. These suggestions are illustrative rather than inclusive, and the student is encouraged to choose an experience suitable to her or his interests.

## Course Offerings

**Women's Studies 101: INTRODUCTION TO WOMEN'S STUDIES.** A survey course by and about women, presenting content which belongs to various academic disciplines but which is often omitted from courses offered within university departments. Topics are selected from social sciences, life sciences, humanities, and fine arts, utilizing the competence of faculty and other women as participant-lecturers wherever possible. Equal emphasis is placed upon developing mastery of content, self-awareness of sex roles, and community responsibility. Instruction is by means of required and suggested readings, lectures by local and visiting experts, films, small group discussions, individual and group projects, and student writing. The format for the fall semester is a seminar, while the spring semester is a large lecture class in combination with small discussion sections. Each semester the course changes focus, so it is possible for students to take the course more than once. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men.
**Duley. 3**

**Interdepartmental 361-362—DIRECTED STUDY IN WOMEN'S STUDIES.** **Staff. 3 or 4**

**Interdepartmental 363—INDEPENDENT STUDY IN WOMEN'S STUDIES.** **Staff. 3 or 4**

## Economics

**319—WOMEN IN THE LABOR FORCE.** This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 301 or 302.
**Bartlett. 4**

## English

**225—WOMEN IN LITERATURE.** Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years.
**Staff. 4**

**225w—WOMEN IN LITERATURE.** Same as above, except this section fulfills the G.E. writing and Minority/Women's Studies requirement.
**Staff. 6**

## History

**381—COMPARATIVE HISTORY OF WOMEN.** This course compares the history of women in the U.S. and another selected country. It includes a consideration of methodological issues in women's history as well as the history of women in the workforce, the impact of technological change, changing family patterns and sex roles, and the rise of feminist movements. We will examine cross-cultural commonalities and differences in the historical experience of women, and seek to understand both the unexamined roles of women historically and the roots of contemporary gender stratification. Explicit attention will be paid to issues of race and class, as well as gender.
**Duley. 4**

## Philosophy

**275—PHILOSOPHY OF FEMINISM.** This course will identify and define the problem of women's oppression and examine the different theoretical approaches that have been made to it. We will look at conservative political theory, liberal feminism, radical feminism, and separatism, as well as socialist-feminism and classical Marxism. We will also consider practical alternatives to the current situation, such as lifestyle changes. The courses encourages students to reflect on oppression related to gender in a philosophical way, i.e., critically and systematically. Emphasis will also be placed on the interrelatedness of gender, race, and class oppression. Finally, we will criticize traditional academic disciplines for gender bias and ask how feminist scholarship might provide a different orientation. Prerequisite: Philosophy 101 or consent. **Staff. 4**

## Political Science

**352—SEX DISCRIMINATION AND THE LAW.** Gender and sex roles are among the basic reference points around which American society is organized. They are also used to define economic and political rights and responsibilities. This course examines how American law and legal institutions have created and enforced distinctive and often discriminatory roles in the social, economic, and political spheres for women by comparison to men. Although diverse topics are covered, there are three basic premises which underlie all of them. First, law and legal institutions are a fundamental part of the political processes of American society. Second, law reflects dominant social, political, and economic values of society. Third, as societal values change over time, law, rather than being a neutral force, can serve as either a tool of, or an obstacle to, institutionalizing social change. **Solomon. 4**

## Psychology

**260—HUMAN SEXUALITY.** A survey of biological, psychological, and sociological aspects of sexuality. Topics include sexual anatomy, physiology of sexual response, contraception, human psychosexual development, homosexuality, sexual dysfunction, and sex therapy. **Hyde. 3**

**301—SEMINAR: PSYCHOLOGY OF WOMEN.** This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotheraphy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Hyde, McCaulay. 3**

## Religion

**229—WOMEN AND WESTERN RELIGION:** An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. The course asks whether the Bible and Western theological systems have supported male dominance and/or provided opportunities for female growth and freedom. A variety of views will be considered, including feminists who attack Christianity as essentially sexist and liberation theologians who claim true Christians should embrace feminism. **Novak. 4**

## Sociology/Anthropology

**310—SEXUAL INEQUALITY.** This course will compare and evaluate a variety of theories which attempt to explain the origins, persistence, and effects of sexual inequality. In particular, it will explore the causes and consequences of inequality in family and work settings, in face-to-face interaction (e.g. how language, speech, and non-verbal communication serve as "daily reminders" of inequality), and in social construction of sexuality and reproduction. Throughout, our focus will be on learning to use the data and theoretical materials as guides to understanding social change and the choices facing women and men in the 80s. **Purrington. 4**

**321—WOMEN IN DEVELOPING SOCIETIES.** The focus of this course will be on two interrelated issues: 1.) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2.) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world.

A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of western-style change, including feminist orientations toward women's liberation, within Third World contexts. **Diduk. 4**

**229—WOMEN, MINORITIES AND THE MASS MEDIA.** This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramification of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties. **Condray. 3**

### Other

**Women's Studies 400—ADVANCED SEMINAR IN WOMEN'S STUDIES.** Study of a variety of feminist theories and research methodologies, focusing on the needs of Women's Studies majors. To be taken in the junior or senior year. **Duley. 2**

**Women's Studies 451-452—SENIOR RESEARCH**

## Pre-Professional Programs

Almost half of each year's graduating class at Denison continue their education at leading professional and graduate schools. Our commitment to the liberal arts, the strength of Denison's professional advising, and the success of our graduates have made Denison well-known in schools ranging from medicine and business to law and engineering. Denison has maintained counseling services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with two at another university, a Denison education and our tested counseling programs can contribute significantly to the attainment of your professional goals.

### Advising System

Nancy Cable-Wells, director of the Career Development Center, along with individual faculty members, provides strong and knowledgeable counseling services. They will work with you in group and Individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare thoroughly for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your accomplishments and recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through lengthy representation in the Central Association of Advisers for the Health Professions and the Midwest Association of Prelaw Advisers.

### Medicine and Dentistry

In recent years, 80 percent of our seniors who apply to medical and dental schools have been admitted. They apply to a variety of quality institutions, including those in the East, Far West, and Midwest.

What is equally important is the fact that they do well once they have been admitted. For example, a recent Denison graduate of a prestigious Eastern medical school was the recipient of the Bernicker Prize for his outstanding record.

Many of our undergraduates who are considering the health professions use a January Term internship to bolster their preparations and gain an overview of several related fields. In particular, Denison students have been particularly successful in internships with a rigorous program at the University of Virginia Medical School Hospital.

### Law Programs

Denison graduates by and large are successful in gaining admission to first-rate law schools across the country. Over 90 percent of those working with the professional school adviser are accepted at their first- or second-choice schools, and our records list over 55 institutions where Denisonians have recently studied law. A recent graduate received a Root-Tilden Scholarship from New York University Law School, and she was also a runner-up for a Marshall Scholarship. One graduate was editor of the Vanderbilt Law Review during his law studies; others are on the law reviews of such schools as Columbia, Washington and Lee, and Ohio State University.

Because of Denison's traditional strength in preparing students who do well in law, representatives from about 20 schools regularly visit the campus for interviews.

### Business Programs

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates are continuing their studies in M.B.A. and M.M. programs at some 40 schools. Information from the office of our professional school adviser indicates that about 85 percent are accepted at their first- or second-choice institutions.

### Engineering Programs

With a long-standing tradition of strength in science and pre-engineering, Denison offers you two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, the University of Rochester, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Lee Larson, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity.

### Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Forestry or Environmental Management from Duke after spending three years at Denison and two years at Duke's school of Forestry and Environmental Studies. The major program emphases at Duke are forest resource production, resource science, and resource policy; however, programs can be tailored with other individual emphases. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison.

### Medical Technology

Denison offers the basic courses you need to enter a professional program in medical technology. We can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists.

### Natural Resources

Since the 1979-80 academic year, we have had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, you will receive a bachelor's degree in either forestry or natural resources.

### Case Western Reserve Dental School 4-3 Program

In 1984, Denison established a "4-3" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in sciences courses, he/she will receive official acceptance to the Case Dental School. Students will receive a Bachelor's degree from Denison and a Doctor of Dental Surgery from Case.

## Off-Campus Programs

Off-Campus Study is an opportunity to extend one's educational program beyond the Granville campus. Programs are available both overseas and in the United States. Students who attain an average of 2.5 or better and who write a thoughtful application showing how their off-campus experience will enrich their education program may attend programs lasting a full year or for the fall or spring semester. Most students apply for their junior year. Deadlines are March 1 for full year and fall programs and October 1 for the spring semester.

### Study Abroad

Students may wish to study abroad to improve their language skills, learn more about how other countries conduct business, run governments, deliver social services or express themselves in art and architecture. Most programs offer a rich variety of courses, but some specialize in art and literature, economics, or comparative urban study. A few excellent students are accepted to a program including the Natural Sciences in Aberdeen. Language study is required in non-English speaking countries.

### Third World

Students with a sense of adventure and a desire to probe into areas of future consequence are encouraged to explore options in the Third World. The GLCA (Great Lakes Colleges Association — a consortium of which we are a member) offers programs in Africa, China, India, Japan, and Latin America. Other universities offer possibilities in the Middle East, Central America, and as far away as Sri Lanka and Nepal.

### Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States. There is a New York program in the arts, an urban semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials and government institutions in Washington, D.C. The Martime Sciences Educational Consortium in cooperation with Duke University provides the possibility of field studies and advanced research in marine sciences.

### Black Student Exchange

A students exchange program with black colleges and universities, usually for one semester, is in effect with Howard University, Fisk University, Clark College and other predominantly black institutions. Any Denison student may apply for this program which offers transferable credits in excellent pre- professional programs and an easily arranged financial exchange. This offers another cultural experience within American society.

## Summer Programs

Denison has a summer program in Greece which explores Greek art and archeology, science, history, drama, literature and philosophy in their geographic setting. The program is divided into two interdisciplinary courses, each of which earns four credits and fulfills the General Education Requirement in Western Studies.

Information is gathered about summer programs run by other institutions, although we take no active part in the arrangements. Attractive programs include the ACM Field Biology program in the Wilderness, NOLS, and Outward Bound. Any interest can be served, and there are many attractive programs.

## Procedures

Students interested in exploring options should come to the Off-Campus office in Educational Services, Doane 106. Application forms, policies, and procedures and a complete bank of files are available. Students advisers and the coordinator are available to help. Some financial aid is available. There are faculty liaisons to many programs, and in any case, students should work closely with their faculty advisers. Early planning helps.

# Departmental Majors

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

## Art

### Faculty

### Chairperson

Richard Tobin

### Professor

George J. Bogdanovitch (1972- )
B.A. Rutgers U.; M.F.A., U. of Iowa
Eric E. Hirshler (1959- )
B.A., Bowdoin College; M.A., Ph.D., Yale U.
Michael Jung (1967- )
B.A., Denison U.; M.S., M.F.A., Wisconsin

### Associate Professor

Richard Tobin (1984- )
B.A., Fordham U.; B.F.A., Syracuse U.; M.A., Ph.D., Bryn Mawr College

### Assistant Professor

Cheryl Kolak Dudek (1984- )
B.F.A., U. of Michigan; M.A., U. of Hartford; M.F.A., Columbia U.

### Visiting Lecturer

Kent N. Bowser (1984- )
B.A., B.S., M.A., Ohio State U.
Mary Beth Heston (1984- )
B.A., M.A., Ohio State U.

### Major in Art

The art department offers two areas of concentration within the departmental major: art history (B.A.) and studio art (B.A. or B.F.A.).

**Art History** (B.A.): 10 courses

The art history concentration consists of the following requirements:
—art history: 8 courses, beginning with Art 155 or 156;
—studio: 2 foundation (100-level) courses;
—comprehensive

**Studio Art** (B.A./B.F.A.) Concentration in studio art is offered at two degree-levels:

1) **B.A.-level:** 12 courses

—studio: 8 courses, consisting of the 6 foundation (100-level) courses and 2 additional courses from: drawing, painting, sculpture, printmaking, and ceramics;

—art history: 4 courses, beginning with Art 155 and 156;

2) **B.F.A. level:** 17 courses

—studio: 13 courses, consisting of the 6 foundation (100-level) courses, and 7 additional courses from: drawing, painting, sculpture, printmaking, and ceramics;

—art history: 4 courses, beginning with Art 155 and 156;

Students and prospective students applying for admission to the B.F.A. program in studio art are encouraged to submit a portfolio to the Art Department.

For B.A.-degree candidates in art history and studio art, the maximum number of credits that may be taken in the concentration by the end of the junior year is 32.

Students are advised to consult the Art Department for additional requirements of the major in studio art and art history.

## Course Offerings

## History of Art Courses

**155-156—HISTORY OF ART SURVEY.** General survey of the arts of the Western World. Ancient and Medieval in 155; Renaissance and to Contemporary in 156. May be taken separately or concurrently.
**Bogdanovitch, Hirshler, Tobin. 4**

**199—INTRODUCTORY TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**251—CLASSICAL ART. Greek Art and Architecture** A historical and critical study of the evolution of the Greek artistic tradition and its place in the Greco-Roman framework of Western civilization. The Archaic, Classical, and Hellenistic Periods, 650 B.C. – 50 B.C. **Roman Art and Architecture** A historical and critical study of the evolution of an artistic tradition in Roman society and its development during the age of Empire. From Etrusco-Italic beginnings to the Late Empire, 750 B.C. – 350 A.D. **Tobin 4.**

**253—MEDIEVAL ART.** A selective survey of Early Christian, Romanesque, and Gothic arts, considered in their social and cultural context. **Hirshler. 4**

**255—NORTHERN RENAISSANCE.** A study of painting in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th century through the Age of the Reformation (from Van Eyck to Bruegel and beyond). **Hirshler. 4**

**257—EARLY RENAISSANCE IN ITALY: 1300-1500.** Architecture, sculpture, and painting in central Italy during the fourteenth and fifteenth centuries. **Tobin. 4**

**258—HIGH RENAISSANCE IN ITALY.** Architecture, sculpture, and painting in sixteenth century Italy. **Tobin. 4**

**259—THE AGE OF REMBRANDT-NORTHERN BAROQUE.** The Art of 17th century Holland, Belgium, Germany, and France. Among the outstanding artists studied will be Hals, Rembrandt, Ver Meer, Rubens, van Dyck, Jordaens, Poussin, Claude, de la Tour, and some of the outstanding architects. **Hirshler. 4**

**260—THE AGE OF BERNINI-BAROQUE ART: 1600-1750.** Selected topics of Baroque Art — Italy and/or Spain. Caravaggio, the Carracci, Bernini, Borromini, Velasquez, Zurbaran, Ribera, and many others. **Hirshler. 4**

**299—INTERMEDIATE TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**351—PRINTS AND DRAWINGS.** The History of Prints and Drawings from the 15th through the 19th centuries. This course will attempt to foster connoisseurship by use of the resources of the Denison Collection, which consists of about 70 percent prints and drawings. **Hirshler. 4**

**357-358—MODERN ART.** First semester, 19th century art from the French Revolution to Post Impressionism. Second semester, Post Impressionism to World War II, ca. 1950. Attempts will be made to include painting, sculpture, and architecture. May be taken separately. **Bogdanovitch, Hirshler. 4**

**359—ART OF INDIA.** A study of architecture, sculpture, and painting in India from the Indus Valley Civilization through the Moghul era including their cultural and religious context. The art of southeast Asia may also be examined, as an outgrowth as well as a redefinition of Indian culture. **Heston. 4**

**360—ART OF CHINA AND JAPAN.** A survey of Chinese and Japanese architecture, sculpture, painting and the decorative arts from prehistoric times until the twentieth century including their cultural and religious context. Also, an opportunity to work with the Denison collection of Chinese art. **Heston.4**

**361-362—DIRECTED STUDY.** For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history and criticism. **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**365—ART IN AMERICA.** A survey of the arts in America from the colonization and settlement to 1945. **Bogdanovitch. 4**

**366—CONTEMPORARY ART.** Examination of the many forms of visual expression in America from 1913 to present with reference to the international art scene. **Bogdanovitch. 4**

**399—ADVANCED TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**403—GALLERY AND MUSEUM WORKSHOP.** This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: One semester 155-156 or equivalent or consent. **Staff. 4**

**408—ART HISTORY SEMINAR.** Specialized areas and selected topics in Art History.
a. Black Art
b. Burmese Art
c. Islamic Art
d. Methods of Art History
e. Monograph (Artists or movement to be selected)
f. History of Western Architecture
Prerequisite: One semester 155-156 or equivalent or consent. **Staff. 4**

**451-452—SENIOR RESEARCH.** **Staff. 4**

## Studio Courses

**110—DRAWING I FOUNDATION.** A studio course in the fundamentals of drawing in several media: pencil, charcoal, silverpoint, and wash. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Dudek. 3**

**115—PAINTING I FOUNDATION.** An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Bogdanovitch, Jung. 3**

**117—PHOTOGRAPHY I FOUNDATION.** An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition. **Jung. 3**

**121—CERAMICS I FOUNDATION.** A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **Staff. 3**

**131—PRINTMAKING I FOUNDATION.** As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Dudek. 3**

**141—SCULPTURE I FOUNDATION.** This course is based in three areas of concentration. A student will be led to the sculptural idea through experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussions and slide presentations and finally through a confrontation of basic materials and sculptural processes. Media: plaster, clay, wood and metal. Safety glasses required. **Staff. 3**

**199—INTRODUCTORY TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**210—DRAWING II.** This course offers continued experience in drawing with emphasis on objective rendering, proportion, structure, and articulation. A prime objective is increased capacity for responsive seeing and a deepened understanding of the language of drawing. **Dudek. 3**

**211-212—LIFE DRAWING.** Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. **Bogdanovitch, Jung. 3**

**213-214—LIFE DRAWING WORKSHOP.** Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch, Jung. 3**

**215-216—PAINTING II.** Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Bogdanovitch, Jung. 3**

**221-222—CERAMICS II.** Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Staff. 3**

**231-232—PRINTMAKING II.** Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Dudek. 3**

**241-242—SCULPTURE II.** Emphasis on individual creativity and conceptual development, coupled with good craftmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **Staff. 3**

**299—INTERMEDIATE TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**315-316—PAINTING III.** Continued painting experience. Prerequisite: 215. **Bogdanovitch, Jung. 3**

**321-322—CERAMICS III.** This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221, or consent. **Staff. 3**

**331-332—PRINTMAKING III.** Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **Dudek. 3**

**341-342—SCULPTURE III.** Prerequisite: 241-242. Safety glasses required. **Staff. 3**

**361-362—DIRECTED STUDY.** For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history and criticism. **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN ART.** A general category used only in the evaluation of transfer credit.

**401—VISUAL ARTS PRACTICUM.** Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation. **Staff. 2-18**

a. Figure and Portrait Painting
b. Design
c. Historic Methods and Materials of Painting and Drawing
d. Ceramics
e. Sculpture
f. Graphics
g. Commercial Art
h. Fashion Illustration
i. Seminar in Art Theory
j. Assemblage
k. Watercolor
l. Photography

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Astronomy

## Faculty

See Physics Department

## Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics and is encouraged to consult early with Professor Yorka. This program normally will include one or more year courses in Astronomy. See Physics Department section. See also Interdepartmental 135: Denison Greek Studies program.

## Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 121-122 123, 220, 305, 306 and 312p, plus Mathematics 123 and 124. The laboratory course, Physics 312p, will be modified to reflect the student's interest in Astronomy. See Physics Department section.

## Course Offerings

**100—CURRENT TOPICS IN ASTRONOMY.** This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory in alternate weeks. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 4**

**199—INTRODUCTORY TOPICS IN ASTRONOMY.** A general category used only in the evaluation of transfer credit.

**299—INTERMEDIATE TOPICS IN ASTRONOMY.** A general category used only in the evaluation of transfer credit.

**311-312—SPECIAL TOPICS IN ASTRONOMY.** This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing and consent. **Staff. 3 or 4**

**340—ADVANCED TOPICS.** Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

**345—SPECIAL TOPICS IN PHYSICS.** Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122/consent. **Staff. 4**

**361-362—DIRECTED STUDY.** Prerequisite: Consent of chairperson. **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN ASTRONOMY.** A general category used only in the evaluation of transfer credit.

**451-452—SENIOR RESEARCH.** Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Biology

## Faculty

## Chairperson

Philip E. Stukus

## Professor

Robert W. Alrutz (1952- )
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois
Robert R. Haubrich (1962- )
Alumni Chair of Biology
B.S., M.S., Michigan State U.; Ph.D., U. of Florida
Kenneth P. Klatt (1969- )
B.S., Ohio State U.; Ph.D., U. of Minnesota

Ken V. Loats (1968- )
B.A., Central College; M.S., State U. of Iowa; Ph.D., Ohio State U.
Raleigh K. Pettegrew (1968- )
B.A., Baldwin College; Ph.D., Kent State U.
Philip E. Stukus (1968- )
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

**Associate Professor**

Bonnie Lee Lamvermeyer (1978- )
B.S., M.S., Ph.D., Bowling Green State U.
Juliana C. Mulroy (1977- )
B.A., Pomona College; A.M., Ph.D., Duke U.

**Departmental Guidelines**

For majors in biology and related sciences, the department provides solid preparation for graduate and professional schools, including all courses necessary for pre-medical and pre-dental studies, coupled with a broad exposure to and understanding of the natural world.

In addition to the core of introductory, advanced, and special topics courses, biology majors are offered the opportunity to join faculty in research and in laboratory instruction; to conduct their own research, to attend professional meetings, to present exceptional work at professional meetings and in professional journals, to edit and publish their own and faculty research in the department's "Journal of the Biological Sciences," and to participate in management of the 500-acre Biological Reserve. Special programs in Medicine, Dentistry, Medical Technology, Forestry, Natural Resources, and Environmental Sciences are described under "Pre-Professional Programs" and "Environmental Studies." One opportunity for research includes the Oak Ridge Science Semester listed elsewhere in this catalog.

Many students have complemented their Denison coursework and research with off-campus semesters at Oak Ridge National Laboratory, Duke University Biological Laboratory, the Sea Semester at Wood's Hole, the West Indies Laboratory, and other programs offering intensive work in laboratory and/or field biology (see "Off-Campus Programs"). January terms and summers provide opportunities for medical, research, and teaching internships as well as field experience in different ecosystems; the department provides information on the many field stations offering courses in terrestrial and marine biology and ecology. It is possible to combine study abroad with a science degree; consult the Office of Educational Services.

Non-majors are invited to take any of the introductory courses (Zoology, Botany and Molecular Biology) to gain an in-depth exposure to major areas of Biology. Special courses designed for non-majors explore specific themes in Biology. Any of these courses may be used to fulfill one General Education Requirement in the laboratory sciences.

## Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 9 courses in Biology. General Zoology (110), General Botany (111), Molecular Biology (112), and Biology Seminar (400) are required of all majors. The Biology faculty believe that all majors should be well rounded in all branches of Biology, and each major should be exposed to a variety of Biology faculty members. To meet these goals, each Biology major will elect at least one course from each of the four groupings (A,B,C,D) noted below. None of the following Biology offerings can be used to fulfill the minimum nine-course Biology requirement: Minor Problems (350), Directed Study (361-362), Independent Study (363-364), Senior Research (451-452), or Honors Research (461-462).

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of Chemistry (excluding Chemistry 100 or 110), *or* one year of Physics (excluding Physics 100), or one year of Geology (Geology 111 plus one advanced course in Geology).

Requirements for the Bachelor of Science in Biology include, in addition to the core requirements, the following: two years of Chemistry, one year of Physics, one semester of Geology, and one semester of Statistics or Computer Science.

Biology course groupings are as follows: Group A — 216, 225, 226, 236, 302, 341; Group B — 201, 211, 215, 223, 224, 234; Group C — 218, 220, 221, 232; Group D — 210, 213, 214, 222, 227, 240.

## Major in Biology (Environmental Studies Concentration)

**See Environmental Studies**

Biology 110, 111, and 112 serve as prerequisites for courses in the department and may be taken in any order. They are in no sense prerequisites for each other, and they need not all be completed before the student enters advanced courses. It is suggested, however, that students entering 112 (Molecular Biology) have some experience in at least high school level Chemistry.

## Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete General Zoology (110), General Botany (111), and Molecular Biology (112). In addition, the student minoring in Biology will take three courses at the 200 or 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

## Course Offerings

**100A—GENERAL BIOLOGY.** A course for the non-major student designed to emphasize selected basic principles of biology. Topics to be covered include cell biology, genetics, reproduction and ecology. The lectures will be applicable to most organisms although there will be an emphasis on plants in the laboratory. **Loats. 4**

**100B—GENERAL BIOLOGY.** The major emphasis of this section of biology for the non-major student is the study of humans as biological organisms. The topics covered include: The function of the digestive, circulatory, excretory, nervous and immune systems. The systems are examined with a special emphasis on neural and hormonal control as well as medical problems leading to malfunction. A reasonable amount of time is spent studying reproduction in humans and the inheritance of physical traits.

**Klatt. 4**

**100C—GENERAL BIOLOGY.** The major areas of discussion in this course designed for the non-major are: cell biology, metabolism, human genetics and evolution, disease (primarily of bacterial and viral origin), control of disease, effect of drugs on humans, pollution and ecology. **Stukus. 4**

**100D—GENERAL BIOLOGY.** This course is an introduction to human biology, based on the idea that students taking only one course in biology will have a vested interest in their own biological nature and some of its relations to the physical and organismic world around them. It is intended that such a study will stimulate additional curiosity and provide an incentive to further investigate the basic principles that unite and characterize all life forms as well as to provide the bases for differences. Topics to be covered will include basic physical parameters of life, the anatomy and function of the major organ systems of the human body, and some considerations of human relationships to both living and non-living components of the physical and social environment. **Pettegrew. 4**

**100E—GENERAL BIOLOGY.** The biology of local organisms will be studied in the field and laboratory with emphasis upon living organisms, their natural history and relationships with each other. Units will be devoted to man's relationship with natural systems, such as extinction, wildlife management and habitat depletion. **Alrutz. 4**

**110—GENERAL ZOOLOGY.** The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) **Staff. 4**

**111—GENERAL BOTANY.** A survey of the plant groups is emphasized as well as a study of the physiology, anatomy, ecology and cell biology of higher plants. Open to non-majors as well as majors. **Staff. 4**

**112—MOLECULAR BIOLOGY.** A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Open to all students. **Staff. 4**

**199—INTRODUCTORY TOPICS IN BIOLOGY.** A general category used only in the evaluation of transfer credit.

**201—HUMAN ANATOMY AND PHYSIOLOGY.** A study of human anatomy and physiology. Laboratory is based upon the consideration of a mammal, including both dissection and experimentation. No student who takes 201 will be allowed to register for 234. Prerequisite: 110 and consent of the instructor. Group B. **Pettegrew. 4**

**210—INVERTEBRATE ZOOLOGY.** Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. Group D. **Haubrich. 4**

**211—COMPARATIVE ANATOMY.** A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of the instructor. Group B. **Haubrich. 4**

**213—VERTEBRATE FIELD ZOOLOGY.** The classification and natural history of vertebrate animals will be studied in the laboratory and the field. Emphasis will be placed upon those vertebrates occurring in the northeastern states but other groups and species will be included to illustrate basic biological principles. Methods of field study, collection and specimen preparation will be correlated with appropriate autotutorial aids to give in-depth studies of selected groups. Group D. **Alrutz. 3,4**

**214—ENVIRONMENTAL BIOLOGY.** An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of the instructor. Group D. **Alrutz. 3,4**

**215—GENERAL MICROBIOLOGY.** An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 110, 111 or 112 or consent of instructor. Group B. **Stukus. 4**

**216—ADVANCED MICROBIOLOGY.** An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology and immunology. Prerequisites: 215 or consent of the instructor. Group A. **Stukus. 4**

**218—ALGAE AND FUNGI.** A study of the morphology, taxonomy, evolution, ecology, physiology, and development of algae and fungi. Laboratories include collection, identification, culturing, and study of structure. Group C. **Loats. 4**

**220—PLANT SYSTEMATICS.** A study of taxonomic principles and techniques and their application to vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent. Group C. **Mulroy. 4**

**221—PLANT ECOLOGY.** An analysis of biological organization at the population, community and ecosystem levels and the relationship of plants to physical and biological environmental factors. Field and laboratory experiments emphasize ecological research techniques. Prerequisites: 111 or consent. Group C. **Mulroy. 4**

**222—PARASITOLOGY.** An introduction to the biology of animal parasitism with special consideration of those organisms which affect humans. Lectures and associated visual aids emphasize the inter-relatedness of human ecology and parasitic adaptations. Laboratory studies lead to an understanding of structure and facility in identification. Prerequisite: 1 year of Biology or consent of instructor. Offered on Demand. Group D. **Alrutz. 3**

**223—HISTOLOGY.** Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent of the instructor. Group B. **Pettegrew. 4**

**224—DEVELOPMENTAL BIOLOGY.** Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismic development in an evolutionary perspective. This course emphasizes the development of the organism. Topics to be considered are: cellular, unicellular, and acellular systems; development in invertebrates and vertebrates; and development in plants. The laboratory includes exercises in experimental embryology (using slime molds, hydra, flatworms, frogs, fish, birds, and mice) and also a classical slide study into comparative embryology (using starfish, the frog, the chick, and the pig). Three lectures and one laboratory per week. Prerequisite: 110, 112. Group B. **Lamvermeyer. 4**

**225—GENETICS.** Genetics is the study of biological material transmitted between generations of organisms. Topics to be discussed are: variation of the genetic information; packaging and recombination; interaction of the products of the genetic machinery; origin and development of the genetic information; and behavior of genes in populations. The laboratory is concerned with techniques and procedures that will give the student an insight into the methodology and complexity of genetic research. It will include: autosomal inheritance, linkage, gene interactions; mutation, artificial and natural selection, gene frequencies, and experiments with microorganisms. Three lectures and one laboratory per week. Prerequisite: 112. Group A. **Lamvermeyer. 4**

**226—MICROBIAL GENETICS.** A course emphasizing the genetics of bacteria. Topics considered include mutation theory, mutagenic agents, the structure and replication of genetic material recombinations, and known regulatory mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215 or consent of instructor. Group A. **Stukus. 4**

**227—ENTOMOLOGY.** Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor. Offered on Demand. Group D. **Alrutz. 3**

**232—PLANT PHYSIOLOGY.** A study of the functional relationships of the plant body in which water relations, respiration, transpiration, growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisite: 111. Group C. **Loats. 4**

**234—ANIMAL PHYSIOLOGY.** The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and affective parameters involved in some of these systems. One year of chemistry is suggested but not required. No student who takes 234 will be allowed to register for 201. Prerequisite: 110 and consent. Group B. **Pettegrew. 4,5**

**236—RADIATION BIOLOGY.** A study of radiation, its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor. Group A. **Staff. 4**

**240—BEHAVIOR.** Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor. Group D. **Haubrich. 4**

**299—INTERMEDIATE TOPICS IN BIOLOGY.** A general category used only in the evaluation of transfer credit.

**302—BIOCHEMISTRY.** A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302.) Group A. **Klatt. 4**

**341—IMMUNOLOGY.** A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: 110, 112, and consent. Group A. **Klatt. 4**

**350—MINOR PROBLEMS.** A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-2**

**355—MODERN TOPICS IN BIOLOGY.** Content varies when taught. Thus an instructor may wish to offer a special course on "Pain" or some other topic of current interest. **Staff. 4**

**361-362—DIRECTED STUDY.** A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN BIOLOGY.** A general category used only in the evaluation of transfer credit.

**400—BIOLOGY SEMINAR.** Special considerations within the science of Biology. A discussion-type seminar with students and faculty. Emphasis is placed on methods of researching, preparing, and delivering a scientific paper. Required of all majors during their junior year or first semester senior year. **Staff. 2**

**451-452—SENIOR RESEARCH.** For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project—one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser. In certain cases this course may become individual work for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** Senior research which serves as a partial fulfillment for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

# Chemistry

## Faculty

### Chairperson

Thomas A. Evans

### Professor

John B. Brown (1952- )
B.S., U. of Kentucky; Ph.D., Northwestern U.
Richard R. Doyle (1967- )
B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan
Thomas A. Evans (1968- )
A.B., Grinnell College; Ph.D., Michigan State U.
George L. Gilbert (1964- )
B.S., Antioch College; Ph.D., Michigan State U.
William A. Hoffman, Jr. (1960- )
Wickenden Chair of Chemistry
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

### Research Scholar

Paula R. Melaragno (1983- )
B.S., U. of Cincinnati; Ph.D., Ohio State U.

## Departmental Guidelines

The chemistry curriculum provides courses which are designed to enable students — as contributing professionals and engaged citizens — to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Chemistry majors are qualified for immediate employment in the chemical industry. However, many elect to attend graduate school in chemistry or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to Students who satisfy certain requirements beyond a B.S. in chemistry.

Research opportunities in Chemistry include the Oak Ridge Science Semester listed elsewhere in this catalog. consult closely with the Department of Education early in the freshman year regarding the various combinations of chemistry courses needed to meet the requirements for teaching certification at the secondary school level.

*All* laboratory courses in chemistry are governed by a policy of breakage fees described earlier in this Catalog.

*Approved safety glasses are required* for all those courses specified by the "Safety glasses required" designation appearing in the last line of a catalog description. The general policy regarding safety glasses is explained in detail earlier in this Catalog.

The names of instructors accompanying individual course descriptions are the names of the persons who normally teach those courses on a regular basis.

## Major in Chemistry

The department provides two routes to the bachelor's degree: A Bachelor of Science program for students wishing an intensive study of chemistry and related sciences in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-226; 231; 341-342; 352; 372 and 472; also, Phys. 121-122; Math Sci. 123-124. A student electing to receive a B.S. degree must also complete Chem. 317, and any two courses from among Chem. 302, 421, 431, and 441 or complete Chem. 317 and any one course from among Chem. 302, 421, 431, and 441, in addition to at least one semester of laboratory research taken either as Chem. 361 or 362, Chem. 451 or 452, or Chem. 461 or 462. A major who elects German to meet the language requirement and who takes Chem. 431 as part of the requirements for the B.S. will be certified to the American Chemical Society.

## Major in Chemistry (Environmental Studies Concentration)

See Concentration, Environmental Studies, p. 13

## Minor in Chemistry

The department requires 24 semester hours of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and two additional semesters of course work at the 200 level or above might satisfy this requirement.

## Course Offerings

**100—CONTEMPORARY CHEMISTRY.** Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in 121-122. Topics vary with the instructor but usually include: fundamentals of chemical language, nomenclature and structure of selected organic molecules: certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs, and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Offered both semesters. Three class periods and one laboratory period weekly. Prerequisite: Math 104 or equivalent. Safety glasses required. **Hoffman, Evans. 4**

**108—INTRODUCTION TO COLLEGE CHEMISTRY.** This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of the content of 121-122 with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will not satisfy the G.E. science requirement but is intended principally for students who intend to take more chemistry. Three class periods. Offered both semesters. Prerequisite: Math 104 or equivalent. **Brown. 4**

**121-122—GENERAL COLLEGE CHEMISTRY.** An introductory study of basic chemical principles. Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention

will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 108. Four class periods and one laboratory period weekly. Safety glasses required. **Hoffman, Staff. 4**

**199—INTRODUCTORY TOPICS IN CHEMISTRY.** A general category used only in the evaluation of transfer credit.

**223-224—ORGANIC CHEMISTRY (MAJORS AND NON-MAJORS).** A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. A laboratory course, (listed below) as appropriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly.
**Doyle, Evans. 3**

**225-226—ORGANIC CHEMISTRY LABORATORY (MAJORS).** Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively, by students intending to major in chemistry. Experiments are selected to demonstrate the preparation and behavior of typical organic compounds, and to introduce the techniques of qualitative organic analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. Two laboratory periods weekly. Safety glasses required. **Doyle, Evans. 2**

**227-228—ORGANIC CHEMISTRY LABORATORY (NON-MAJORS).** Laboratory work in organic chemistry similar to that offered in 225-226, but taken concurrently with 223-224, respectively, by students not intending to major in chemistry. One laboratory period weekly. Safety glasses required.
**Doyle, Brown. 1**

**231—CHEMICAL ANALYSIS,** Required of all chemistry majors and open to other interested students. This course will emphasize quantitative aspects of chemistry and its analytical applications. Principles of chemical equilibrium, kinetics, electrochemistry, and thermodynamics will be applied to the analysis of chemical samples. The laboratory will provide experience in gravimetric and volumetric techniques as well as chromatographic separations as applied to chemical analysis. Analyses involving authentic problems from environmental, clinical, and food chemistry will be included whenever possible. Offered fall semester only. Three class periods and two laboratory periods weekly. Safety glasses required. Prerequisite: 122. **Brown, Melaragno. 4**

**299—INTERMEDIATE TOPICS IN CHEMISTRY.** A general category used only in the evaluation of transfer credit.

**302—BIOCHEMISTRY.** A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered each year in the spring semester, but taught alternately by the Chemistry Department and the Biology Department (as Biology 302). Four class periods weekly plus laboratory. Safety glasses required. **Doyle. 4**

**317—INORGANIC CHEMISTRY.** A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure, and reactivity of coordination compounds; acid-base concepts; and descriptive chemistry and its relationship to periodic properties. Offered in the fall semester only. Prerequisites: 224 and 342 (taken previously or concurrently). Four class periods weekly. **Gilbert. 4**

**341-342—PHYSICAL CHEMISTRY.** An extension of concepts introduced in 121-122. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochemistry; chemical equilibria, electrochemistry; chemical kinetics; chemical bonding; and introduction to statistical mechanics. Prerequisites: 122; Physics 122; Mathematical Sciences 122 or 124. Corequisite: 351. Four class periods weekly. **Brown. 3**

**352—TOPICS IN EXPERIMENTAL CHEMISTRY.** Draws upon the student's background in general and organic chemistry while introducing modern applications of theory and practice in the laboratory. The work is organized as a series of projects, all of which involve elements of synthesis analysis, and a study of chemical dynamics. Class meetings are used to introduce important general topics, e.g., chromatography, chemical kinetics, and to discuss student progress and problems. Prerequisites: 224 and 226 or consent. Offered in spring semester only. Two class periods and two laboratory periods weekly. Safety glasses required. **Evans, Gilbert. 4**

**361-362—DIRECTED STUDY.** Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 3**

**399—ADVANCED TOPICS IN CHEMISTRY.** A general category used only in the evaluation of transfer credit.

**421—ADVANCED ORGANIC CHEMISTRY.** A study of certain theoretical aspects of organic chemistry and specially selected topics. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226. Three class periods weekly. **Evans. 3**

**431—INSTRUMENTAL ANALYSIS.** An examination of the theoretical basis for certain aspects of absorption spectroscopy, electrochemistry, and a variety of partition processes. Particular emphasis will be devoted to quantitative considerations. The laboratory will include exposure to a number of analytical techniques, and will emphasize the uses of instruments, including computers, for solving chemical problems. Prerequisite: 351. Three class periods and one laboratory period weekly. Safety glasses required. **Hoffman, Melaragno. 4**

**441—TOPICS IN PHYSICAL CHEMISTRY.** A selection of topics from the areas of crystal structure, emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Prerequisites: 342 and Mathematical Sciences 351. Three class periods weekly. **Brown. 3**

**451-452—SENIOR RESEARCH.** Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: 351 and staff approval. Hours arranged. Safety glasses required. **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

**372/472—CHEMISTRY SEMINAR.** A seminar program arranged around one or more clearly unified topics which will involve student presentations, discussions, and critiques. Required of all departmental majors. Two semesters required. Prerequisite: junior/senior standing or consent. **Staff. 1**

# Dance

## Faculty

### Chairperson

Elizabeth Gill Miller

### Assistant Professor

Elizabeth Gill Miller (1981- )
B.F.A., Denison U., M.A.L.S., Wesleyan University
Joint Appointment:
Suzanne Costello (1983- )
B.A., Washington U.
Stuart Pimsler (1983- )
A.B., Franklin and Marshall College; J.D., Catholic University School of Law; M.F.A., Connecticut College

### Instructor

Noel Hall (1980- )
B. Prof. Studies, Empire State College
Linda Yoder-Krohn (1985- )
B.F.A., Ohio State U.

### Resident Musician

James Steeber (1984- )
Professional Musician

## Departmental Guidelines

The Department of Dance is designed to explore the principles of the art form through the medium of movement with opportunity for application in all media. Its function is to enable the student to become independently productive in the use of these principles through a total experience in technique of movement, composition, and theoretical studies.

The Bachelor of Arts degree in Dance is designed to offer the student an opportunity to explore three of the four "core" areas with year-long explorations. (For the student who enters the college as a dance major, the opportunity exists to study all four core areas in addition to the Senior Experience.) The student is then required to design a Senior research or experiential project that serves to draw together a specific area of interest with other more general information.

## Requirements for the B.A. degree in dance: 23-30 credits minimum

All dance majors are required to take eight credit hours of modern technique (131, 231, 331), of which three credit hours must be at the advanced level (331); four credit hours of ballet technique (141, 241, 341); two credit hours of jazz/ethnic technique (151, 251, 351) and four credit hours of Senior Experience and Seminar (490).

The theoretical studies have been divided into four "core" areas: Compositional Studies, Historical Perspective, Human Movement, and Movement Analysis. **Compositional Studies** (Dance 205, 206 and 207) includes two levels of Composition and one of Improvisation. The student is required to take any two of the three. **Historical Perspective** (Dance 271-272) includes two semesters of traditional history. Occasionally the Department will substitute Black Dance History (Dance 226) or other special courses as faculty permits. **Human Movement** (Dance 381-382) includes a full semester of Kinesiology followed by a laboratory semester of Corrective systems and individual problem solving. **Movement Analysis** (Dance 381-382) consists of Labanotation and Effort-Shape studies and results in the reconstruction of one or more master works for performance in the Spring semester.

## Minor in Dance

The minor in Dance consists of 20 credit hours: 10 technique hours, 6 of which must be in modern technique, and 10 hours of academic work, 4 of which must be in Senior Experience and Seminar.

## Course Offerings

All 100 level courses open to all students.

**125—DANCE APPRECIATION.** Through reading, films, and viewing live performance whenever possible, we will analyze dance from a number of other fields; anthropologically, philosophically, historically, and psychologically. This course is structured for non-dancers, no movement background required. **3**

**131—BEGINNING MODERN TECHNIQUE.** This course offers students a basic movement experience which strives to promote greater integration of mental and physical knowledge and kinetic awareness. It also provides a deeper appreciation of dance as an art form. **1**

**141—BEGINNING BALLET TECHNIQUE.** This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bra, and other simple movements are taught. The proper carriage of the body in classic dance is introduced. **1**

**151—BEGINNING ETHNIC/JAZZ TECHNIQUE.** This course introduces the student to the fundamental aspects of modern contemporary jazz and Afro-Caribbean Dance. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. The African origin of Caribbean Dance and the exterior cultural influences which have affected it are also examined. **1**

**199—INTRODUCTORY TOPICS IN DANCE.** A general category used only in the evaluation of transfer credit.

**205-206—COMPOSITION FOR DANCE.** An exploration of dance choreography, including problems in time, space, dynamics, design; analysis and critiques of original compositions. **3**

**207—IMPROVISATION.** Exploration of spontaneous dance composition in solo and group forms. Through the manipulation of spatial and temporal structure, the variations of movement collage are continuously discovered. **1**

**226—AFRO-AMERICAN DANCE THEATRE.** This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in U.S. life plus their contributions to the arts in U.S. society will be studied. Offered occasionally as faculty permits. **3**

**231—INTERMEDIATE MODERN TECHNIQUE.** This course offers students a heightened movement experience with greater focus on technical development. It also provides a deeper appreciation of dance as an art form. **2**

**241—INTERMEDIATE BALLET I.** Primarily a continuation of Beginning Ballet, 141, a certain amount of review of the basic work preceeds the study of a greater variety of simple steps. Directions of the body and an introduction to the pirouette are taught, and more strength and elevation is sought. Carriage of the body becomes more important. **2**

**242—INTERMEDIATE BALLET II.** The course is initiated with a limited review of all elementary work to determine the level of the class as a whole. The level of technique should expand to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, initiation of simple beats, and a development of port de bra in relationship with carriage and performance. **2**

**251—INTERMEDIATE ETHNIC/JAZZ TECHNIQUE.** This course enhances the theoretical concepts of movement in relation to the contemporary jazz and Afro-Caribbean Dance Techniques covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **2**

**271—DANCE HISTORY.** Chronological study of dance in an anthropological and philosophical framework, from primitive through the inception of ballet to the 19th century. **3**

**272—DANCE HISTORY.** Chronological study of dance in an anthropological and philosophical framework, including the 19th and 20th centuries. **3**

**299—INTERMEDIATE TOPICS IN DANCE.** A general category used only in the evaluation of transfer credit.

**331—ADVANCED MODERN.** This course strives to integrate technique with quality of movement. It provides the dancer with the rigorous training required for performance. **3**

**341—ADVANCED BALLET I.** This course is designed for the most advanced dancers in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. **3**

**342—ADVANCED BALLET II.** The sequel to Advanced Ballet I (341). **3**

**361-362—DIRECTED STUDY.** Individual pursuits in choreography, kinesiology, history or teaching, under the supervision of a faculty member. **3-4**

**363-364—INDEPENDENT STUDY.** **3**

**371—KINESIOLOGY FOR DANCERS.** A study of the structure and functions of the human body as applied to dancers. To be taught in alternate years. **3**

**372—CORRECTIVES AND INDIVIDUAL PROBLEM-SOLVING.** An extension of kinesiological studies, this laboratory course will explore individual muscular and structural idiosyncrasies through various corrective systems such as Alexander technique, Feldenkrais and Bartenieff fundamentals.

**381-382—DANCE NOTATION.** A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement.

**399—ADVANCED TOPICS IN DANCE.** A general category used only in the evaluation of transfer credit.

**420—PERFORMANCE WORKSHOP.** The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement.

**430—REPERTORY.** New and reconstructed works choreographed by faculty are learned by students and rehearsed for public performance. **1-2**

**451-452—SENIOR RESEARCH.** **4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **4**

**490—SENIOR SEMINAR.** This course is designed as a prerequisite for the Comprehensive examination. The course consists of an integration of all academic coursework offered in the Department. Because no student has taken every course offered, he/she will come in contact with new information that is thoroughly understood by his/her peers. This course is required of dance majors. **4**

# Economics

## Faculty

### Chairperson

Daniel O. Fletcher

### Professor

Robin L. Bartlett (1973- )
A.B., Western College; M.A., Ph.D., Michigan State U.
Daniel O. Fletcher (1966- )
A.B., Oberlin College; M.A., Ph.D., U. of Michigan
William L. Henderson (1960-63, 65- )
John E. Harris Chair of Economics
B.S., A.M., Ph.D., Ohio State U.
Paul G. King (1967- )
A.B., M.A., U. of Detroit; Ph.D., U. of Illinois
Richard L. Lucier (1971- )
B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School

### Associate Professor

Stanley W. Huff (1967- )
B.A., Kenyon College; M.A., Ph.D., Princeton U.
Timothy I. Miller (1978- )
B.S., Oklahoma College of Liberal Arts; M.S., Ph.D., Southern Illinois U.

### Assistant Professor

Sohrab Behdad (1985- )
B.S., M.A., Ph.D., Michigan State U.
Lori F. Gerring (1983- )
B.A., M.A., Ph.D., U. of Cincinnati
Ross LaRoe (1985- )
B.A., U. of Missouri; M.S., Wright State U.; Ph.D., American U.
Noriatsu Matsui (1985- )
B.A., Osakua U.; M.A., U. of Hawaii; Ph.D., Ohio State U.
Daniel Underwood (1985- )
B.A., California State U. (Fullerton); Ph.D., U. of Utah

**Instructor**

Neil Bania (1983- )
B.S., U. of Oregon

**Visiting Lecturer (part-time)**

Mary Lee Van Meter (1980- )
B.A., M.A., Ohio State U.

**Departmental Guidelines**

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interest or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success. Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law. Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.

**Major Requirements**

All Economics majors must take a total of 32 required hours divided into the following parts:

**Core Requirements** (12 hours)

Economics 100, 301, and 302. The students interested in economics should plan to take these courses in the first four semesters at Denison. After completing these three courses, all economics majors must show proficiency in the use of basic economic tools. At regular intervals, an examination will be offered for this purpose.

**Quantitative Requirements**

(8 hours including 4 in mathematics): Mathematics 102, Statistics 4 hours (or Math 341) Economics 331 Econometrics OR Economics 332 Mathematical Economics 4 hours

**Advanced Courses** (12 hours)

All economics majors must take two courses from the 310-323 series and one 350 seminar. The seminar will include substantial writing and oral presentations. It should normally be taken in the senior year.

## Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 171, 341, 342, 351 and Economics 100, 300, 301, 302, 331, 332, and 350. Senior exam in quantitative economics is also required.

## Course Offerings

**100—PRINCIPLES AND PROBLEMS.** A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economicc problems, and to offer a chance to use these tools in discussing some of these problems. This course is designed as a General Education course, but potential majors and minors are expected to take it as their first course in the department. **Staff. 4**

**199—INTRODUCTORY TOPICS IN ECONOMICS.** A general category used only in the evaluation of transfer credit.

**249—ACCOUNTING SURVEY.** A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on structured, tutorial basis. Course credit may not be counted toward a major in Economics. **Van Meter. 4**

**299—INTERMEDIATE TOPICS IN ECONOMICS.** A general category used only in the evaluation of transfer credit.

**301—INTERMEDIATE MACROECONOMIC ANALYSIS.** An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 100. **Staff. 4**

**302—INTERMEDIATE MICROECONOMIC ANALYSIS.** An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 100. **Staff. 4**

**310—PUBLIC FINANCE.** Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisites: 100, 302. **Henderson, LaRoe.**

**311—ECONOMIC THINKERS AND THE EMERGENCE OF FUNDAMENTAL ECONOMIC IDEAS.** This course explores the development of fundamental economic concepts and paradigms by looking at the economic thinkers most responsible for their development. Economic ideas do not develop in an intellectual or historical vacuum. Even those ideas which appear to be the most radical breaks with what has gone before have their roots in historical and institutional conditions which are shared by both orthodox and radical thinkers. Economists and their analysis are placed within the context of the historical and institutional conditions of their time. The course thus provides an anthropomorphic context for the evolutionary development of the ideas which continue to shape modern economic analysis. Prerequisites: Econ 301 and 302 or consent of instructor. **King. 4**

**312—ECONOMIC NATIONALISM.** A survey of selected economic policies used to isolate economic systems from external intrusion and exploitation. Text sources will identify and be used to evaluate government actions designed to assure that national economic and political objectives and plans can be fulfilled. Selected policies in effect in the USSR, the UK, France and Yugoslavia will be introduced. Prerequisites: 301 and 302 and/or consent of instructor. **Henderson. 4**

**313—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS.** An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisites: 100, 302. **Fletcher. 4**

**314—INTERNATIONAL ECONOMICS.** The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisites: 100, 302. **Lucier, Behdad. 4**

**315—MONEY AND BANKING.** Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisites: 100, 301. **Bartlett. 4**

**316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD.** A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 100, 301. **King. 4**

**317—LABOR ECONOMICS.** The economics of the labor market, the assumptions upon which divergent theories about — and policies in regard to — the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 100, 302. **Bartlett, Huff. 4**

**318—EVOLUTION OF THE WESTERN ECONOMY.** History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in lights of contemporary economic theory and modern quantitative evidence. Prerequisite: 301. **Fletcher. 4**

**319—ECONOMICS OF OPPRESSED GROUPS.** This course focuses on the origins, nature, and consequences of oppression for groups such as women, blacks and other minorities domestically and internationally. Theoretical and institutional causes of oppression will be examined from neoclassical and radical perspectives. Students will become familiar with recent market trends to make them aware of the total costs and benefits of oppression to individuals and society. Prerequisite: Econ 301 and 302.
**Bartlett, King. 4**

**320—URBAN AND REGIONAL ECONOMIC DEVELOPMENT.** This course will introduce, develop and analyze the types of and importance of the linkage between the regional economies and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. Prerequisite: Econ 301 and 302 and/or consent of instructor. **Henderson. 4**

**323—MANAGERIAL ECONOMICS.** An exploration of the relationship between microeconomic theory and the actual behavior of institutional managers in both the private and public sectors and for both profit and non-profit institutions. The course will develop the theoretical constructs of institutional decision making and study the alternative languages of the economist and the manager. The actual decision-making process will be examined in 5-6 group personal interview sessions with top level managers of various institutions. Prerequisites: 100, 302, and Mathematical Sciences 102. **Huff, Lucier. 4**

**331—ECONOMETRICS.** An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 100 and 302, Mathematical Sciences 102.
**Miller, Underwood. 4**

**332—MATHEMATICAL ECONOMICS.** The development of economic analysis has a considerable mathematical content. This course will treat this mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis. Prerequisites: 100, 301, and 302.
**Miller, Bania. 4**

**350—SEMINARS IN ADVANCED TOPICS.** Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN ECONOMICS.** A general category used only in the evaluation of transfer credit.

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Education

## Faculty

### Chairperson

Thomas F. Gallant

### Professor

Thomas F. Gallant (1965- )
B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

### Instructor

Robert P. Welker (1984- )
B.A., B.S., Ohio State U.; M.S., Ohio State U.

### Part-time Faculty

### Instructor

Carolyn Robertson (1979- )
B.A., Denison U.; M.A., Northwestern U.

## Departmental Guidelines

### Teacher Preparation

Denison University is approved by the State of Ohio Board of Education for the preparation of teachers for the Ohio Provisional High School Certificate (grades 7-12) and the Ohio Provisional Special Certificate in music (grades K-12).

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on

Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states.

### Minor in Education

A minor in Education may be declared by those persons who complete the professional education course sequence for teacher certification. As explained below, these courses consist of Education 150, 213, 312, 290 or 320, 410, and 415. However, students who complete the certification program are not required to declare education as a minor.

### Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the freshman year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

### Course Offerings

### Certification for Teaching

Requirements for certification to teach in the secondary schools (grades 7-12) and in grades K-12 (music only) in Ohio and in many other states may be met by completing clinical and field experiences, and prescribed course work in general education, one or more teaching fields, and professional education.

Approximately 160 hours are included in the requirements of Ed. 150, 213, 312, and 410. One hundred additional hours are completed in a January Term or a three-semester hour field experience, and the remaining hours are fulfilled through a combination of clinical exercises and elective field experiences.

The general education requirement of 30 semester hours is fulfilled by completing Denison's general education program.

Information about the number of semester hours needed for the various teaching fields may be obtained from the Department of Education office.

The professional education requirements may be fulfilled through completing the program described below:

## Required Courses

**150—THE LEARNER AND THE TEACHER.** Students will meet regularly on campus for the study and consideration of common "core" topics and for the development of human relations skills necessary for teaching in a culturally pluralistic society. In addition, this course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher and the learner and/or learning process, using the school experience as a "laboratory" to gather primary sources of information. Resource persons from the field of psychology will augment the instruction. (2nd semester). Prerequisite: Psychology 100. **Gallant. 3**

**199—INTRODUCTORY TOPICS IN EDUCATION.** A general category used only in the evaluation of transfer credit.

**213—THE AMERICAN EDUCATIONAL SYSTEM.** A general orientation to education in the United States with some attention to various modes of inquiry and research employed by educators. Relationships between the curriculum and society will be analyzed from both a historical and a contemporary perspective. Other topics of study include the governance and financing of education, school organization and scheduling, alternative schools, multi-cultural education, teacher organizations, the influence of court decisions, and educational accountability. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of non-classroom settings. This will be related to the topics studied and will include simulation games, attendance at board of education meetings, and a trip to a vocational school. **Gallant. 3**

**290—CRITICAL ISSUES IN AMERICAN EDUCATION.** This course examines many of the critical issues facing American education today. Both immediate instructional and wider institutional issues are discussed in light of concerns facing society as a whole. Consideration is given to the philosophic concepts of freedom, authority, individuality and community to form a broader backdrop for discussing these issues. The course is deliberately eclectic, and readings are drawn from literature, the social sciences and philosophy. Among the issues discussed are the moral role of the teacher, bilingualism, multicultural education, sex education, segregation and competency testing. **Welker. 3**

**299—INTERMEDIATE TOPICS IN EDUCATION.** A general category used only in the evaluation of transfer credit.

**312—TEACHING READING IN THE CONTENT FIELDS.** Designed for all prospective teachers. The purpose of this course is to help teachers use their subject fields to improve the reading and learning performance of students. Emphasis will be placed on the nature of the reading process, the diagnosis of reading and other learning problems, and approaches for remediating such problems and developing learning skills. Sixteen hours of related field experience will be scheduled during the semester. (First semester). **Robertson. 2**

**320—PHILOSOPHY OF EDUCATION.** An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. (1st semester). Prerequisite: Sophomore standing or consent. Same as Philosophy 320. **Santoni. 4**

**399—ADVANCED TOPICS IN EDUCATION.** A general category used only in the evaluation of transfer credit.

**410—GENERAL AND SPECIAL METHODS OF TEACHING.** A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront everyday, such as behavior problems, academic problems, and social problems. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in their subject areas whereby they can learn of the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of each semester). Prerequisite: 150. **Welker. 3**

**415—STUDENT TEACHING.** Eligibility: approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full time commitment to the school will be expected, during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. (Weeks 6-15 of each semester). Prerequisites: 150, 213, and 410. **Welker. 10**

Candidates for the music Special Certificate (grades K-12) and students seeking certification in Health also will take, respectively, Ed. 322, "Methods of Teaching Music," and Phys. Ed. 325, "Health Methods and Materials."

**322—METHODS OF TEACHING MUSIC.** Voice and general music: Rote and reading procedures; traditional as well as Orff and Kodaly systems and their literature; part singing; the changing voice. Work in additional areas will be individually designed. **Hunter. 3**

**325—(Phys. Ed.)—HEALTH METHODS AND MATERIALS.** This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Health Education and Personal Hygiene in Secondary Schools. **Staff. 3**

## Professional Semester

The professional semester, which includes student teaching, may be completed during the second semester of the Junior year or either semester of the Senior year. Two plans are available which provide for the option of taking either Ed. 290 or 320 (See above).

Plan 1

Ed. 290, "Critical Issues in American Education" (Weeks 1-5)
Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Ed. 415, "Student Teaching" (Weeks 6-15)

Plan 2

Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Optional Elective (May be Senior Research, Honors, or a directed study.
However, students must be free for full time teaching during last 10 weeks of semester.) — 3-4 sem. hrs. Ed. 415, "Student Teaching" (Weeks 6-15)

## Electives

**345-346—SPECIAL PROBLEMS.** Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**373—ISSUES IN HIGHER EDUCATION.** An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator. (Not currently offered)

**Dean Smith, Coordinator. 4**

### Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Mt. Vernon, and Licking County. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible, the responsibility for transportation rests with the student.

## English

### Faculty

### Chairperson

Anne Shaver

### Professor

Tommy R. Burkett (1963- )
B.A., M.A., Rice U.; Ph.D., U. of Kansas
Paul L. Bennett (1947- )
Lorena Woodrow Burke Chair of English
B.A., Ohio U.; M.A., Harvard U.
Dominick P. Consolo (1958- )
B.A., M.A., Miami U.; Ph.D., U. of Iowa
Quentin G. Kraft (1961- )
A.B., Brown U.; M.A., Ph.D., Duke U.
Richard Kraus (1966- )
A.B., A.M., U. of Michigan; Ph.D., Stanford U.
Kenneth B. Marshall (1953- )
A.B., M.A., Ph.D., U. of Michigan
John N. Miller (1962- )
A.B., Denison U.; A.M., Ph.D., Stanford U.
William W. Nichols (1966- ) (Dean of the College)
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
Charles J. Stoneburner (1966- )
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

### Associate Professor

Desmond Hamlet (1984- )
B.A., Inter-American U.; B.D., Waterloo Lutheran U.; M.A., Ph.D., U. of Illinois
Valerie Gray Lee (1976- )
B.A., Atlantic Union College; M.A., Andrews U.; Ph.D., Ohio State U.
Nancy A. Nowik (1972- )
A.B., Mundelein College; M.A., Stanford U.; Ph.D., Ohio State U.
Anne Shaver (1973- )
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

### Assistant Professor

David Baker (1984- )
B.S.E., M.A., Central Missouri State U.; Ph.D., U. of Utah
James P. Davis (1985- )
B.A., U. of Missouri, Kansas City; M.A., U. of Kansas; Ph.D., U. of Illinois
Janet Freeman (1980- )
B.A., Carleton College; M.A., Smith College; Ph.D., U. of Iowa
Lisa J. McDonnell (1982- )
B.A., Connecticut College; M.A., Ph.D., U. of North Carolia, Chapel Hill
Dennis Read (1979- )
B.A., SUNY-Brockport; M.A., New York Univ.; Ph.D., University of Wisconsin-Milwaukee

### Visiting Assistant Professor

William Burriss (1984- )
B.A., U. of Montana; M.F.A., U. of Massachusetts

### Departmental Guidelines

The English curriculum, intended to serve the general needs of the liberal arts student, is at the same time structured to provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Of interest to all students are the opportunities made possible by the endowed Harriet Beck lectureship in English, which adds to the department staff for short residences each year such writers as Eudora Welty, Jon Silkin, William Stafford, Howard Nemerov, Joyce Carol Oates, Ernest Gaines, Denise Levertov, Adrienne Rich, Gary Snyder, Margaret Walker Alexander, Wendell Berry, and Clark Blaise.

### The English Major

To major in English, all students must take a minimum of nine courses in the department, excluding FS101. Three of these will be English 213, 214, and 230 to be taken ideally in the sophomore year. A fourth will be English 400, the senior seminar. Of the remaining five courses, three must be at the 300 level.

### The Writing Concentration

To major in English as writers, students must take the same number of courses (9), the same four required courses (213, 214, 230 and 400), and three courses at the 300 level. Writers must elect four courses in writing, including a two-semester senior writing project.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. Each major in writing is expected to utilize his or her electives in English to gain a hold on the great body of American, English and world literature as well as contemporary literature. Except in unusual circumstances, a major in writing should not enroll for more than one writing course in a semester.

## The English Minor

To minor in English, students must take English 213, 214, and 230 and three additional courses, two at the 300 or 400 level. The senior seminar may be elected as one of these.

## Special Courses for Teacher Certification in English

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 237, 346 (or approved equivalent), and 213 or 214 (or equivalent in advanced courses in English literature).

## 'W' Courses

'W' courses are special sections of regular college offerings. For freshmen only, they involve extensive writing, offer six hours of credit, and normally satisfy two G.E. requirements.

## Course Offerings

**101—WORDS AND IDEAS.** The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment and special attention will be given to the research skills needed to complete it. All sections will include some common readings, including at least one classic work.

**199—INTRODUCTORY TOPICS IN ENGLISH.** A general category used only in the evaluation of transfer credit.

**200—THE LITERARY IMAGINATION.** An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction, and drama. We will study how literature works as well as what it says. There will be seven or eight short essays, a midterm, and a final. Course enrollment is limited to 20 students.

**213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN.** A historical view of the literature of England from about 700 to about 1700, to include works by such writers as Chaucer, Spenser, Shakespeare, Donne, Milton, and Dryden. **Staff. 4**

**214—BRITISH LITERATURE FROM SWIFT TO HARDY.** A historical view of the literature of England from about 1700 to about 1900, to include works by such writers as Swift, Pope, Johnson, Wordsworth, Tennyson, Dickens, and Hardy. **Staff. 4**

**215—SHAKESPEARE.** A study of the principal plays. **Staff. 4**

**218—THE BIBLE AS LITERATURE.** A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**

**220—20th CENTURY BRITISH AND AMERICAN FICTION.** Selected works by Conrad, Joyce, Forster, Lawrence, Hemingway, Faulkner, and several other 20th century writers of fiction. **Staff. 4**

**225—WOMEN IN LITERATURE.** Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. **Staff. 4**

**230—AMERICAN LITERATURE.** Selected works by writers of the 19th Century, including Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, and Crane. **Staff. 4**

**236—WRITING FOR SCIENCE AND SOCIAL SCIENCE MAJORS.** This course will emphasize writing for a general audience on topics in the sciences and social sciences. We will consider some of the special problems involved in communicating about science and technology. Writing assignments in the course will encourage students to work with research problems and data from their own fields. **Staff. 4**

**237—ADVANCED COMPOSITION.** Theory and practice in writing expository and narrative prose and lyric poetry. **Staff. 3**

**238—THE ART AND CRAFT OF JOURNALISM.** A course in writing and the literature of journalism, offered in cooperation with *The Denisonian.* (spring term) **Staff. 3**

**240—THE MODERN DRAMA.** A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**

**255—ETHNIC LITERATURE.** An introductory study of black literature in America, emphasizing the modern period. **Staff. 4**

**259—ORAL TRADITION AND FOLK IMAGINATION.** An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**

**299—INTERMEDIATE TOPICS IN ENGLISH.** A general category used only in the evaluation of transfer credit.

**310—STUDIES IN LITERATURE.** An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

**314—THE ART OF THE MODERN SHORT STORY.** The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**

**341—STUDIES IN THE ENGLISH NOVEL.** Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. **Staff. 4**

**342—STUDIES IN THE MODERN NOVEL.** Selected works by some major writers of the 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow. **Staff. 4**

**346—THE ENGLISH LANGUAGE.** A study of the language and its development. **Staff. 4**

**349—STUDIES IN EUROPEAN LITERATURE.** Selected complete works in translation from Dante, through Cervantes. Moliere, Goethe to Ibsen and Tolstoy. (alternate semesters) **Staff. 4**

**350—MODERN EUROPEAN LITERATURE.** Selected major 20th century works in translation, including such writers as Proust, Kafka, Pirandello, Unamundo, Lorca, Rilke, Gide, Kazantazakis, Camus, and Thomas Mann. (alternate semesters) **Staff. 4**

**351—ASIAN LITERATURE IN ENGLISH TRANSLATION.** A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short) and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same as ID 320). **Staff. 4**

**355—THE HARLEM RENAISSANCE.** Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Staff. 4**

**356—THE NARRATIVE AND POETRY OF BLACK AMERICA.** A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. **Staff. 4**

**357—RENDEZVOUS WITH THE THIRD WORLD.** A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

**361-362—DIRECTED STUDY.** Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE.** The course traces the transformations of poetry and prose from the High Middle Ages to the English Civil War. It indicates some historical changes (religious, political, economic, philosophical, and linguistic) correlate with the literary transformations through three centuries. **Staff. 4**

**366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE.** The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**

**367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE.** Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. **Staff. 4**

**368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE.** This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. **Staff. 4**

**371—CHAUCER.** The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales.* **Staff. 4**

**374—MILTON.** A study of *Paradise Lost* and selected shorter poems. **Staff. 4**

**383—NARRATIVE WRITING.** A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 3**

**384—ESSAY AND ARTICLE WRITING.** A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 3**

**385—POETRY WRITING.** A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 3**

**399—ADVANCED TOPICS IN ENGLISH.** A general category used only in the evaluation of transfer credit.

**400—SENIOR SEMINAR.** A required course for first-semester seniors which 1) is organized around a theme or topic; 2) makes use of selections from the department reading list for comprehensives; 3) provides experience in practical criticism; and 4) requires research from each student. To be offered fall semester, 1986.

**410—LITERARY CRITICISM.** The theory of literature, its criticism and scholarship. **Staff. 4**

**451-452—SENIOR RESEARCH.** Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** A student may register for individual work for honors only after a senior research project is in progress and has been judged by the adviser to be of distinguished quality. **Staff. 4**

# Geology and Geography

## Faculty

### Chairperson

Robert J. Malcuit

### Professor

Kennard B. Bork (1966- )
B.A., DePauw U.; M.A., Ph.D., Indiana U.
Robert J. Malcuit (1972- )
B.S., M.S., Kent State U.; Ph.D., Michigan State U.

### Assistant Professor

Daniel N. Leavell (1980- )
B.S.M.E., U. of Miami; M.S., Ph.D., U. of Mass.

### Instructor

Tod A. Frolking (1984- )
B.A., U. of New Hampshire; M.S. U. of Wisconsin

## Departmental Guidelines

The Geology and Geography curriculum is designed to provide courses for the student interested in becoming acquainted with the earth as a planet, the earth's oceans and atmosphere, and the solid earth. These subjects are covered in Physical Geology and Fundamentals of Earth Environment. Either one of these courses may be used to fulfill one of the three General Education science requirements.

The curriculum also provides training for the teacher in a first or second teaching field. Additionally, students planning for professional training in urban planning, geography, or geology will find the curriculum sufficiently well-rounded to be acceptable to graduate schools of the leading universities. Each student's sequence is carefully arranged in consultation with his or her adviser.

Research opportunities in Geology include the Oak Ridge Science Semester listed elsewhere in the catalog.

## Major in Geology

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional physical science courses.

A student may graduate with a B.S. degree by taking eight courses in Geology in addition to Geology 400, Geography 227, and one additional geography course. A minimum of 28 semester hours is required in Mathematics, Computer Science, Chemistry, Physics, and Biology. Those students wishing a B.A. degree

are required to take six courses in Geology in addition to Geography 227 and one additional geography course. A minimum of 16 semester hours is required in Mathematics, Computer Science, Biology, Chemistry, and Physics.

### Major in Geology (Environmental Studies Concentration)

See Environmental Studies.

### Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 113, 211, 212, 311, Physics 121, 122, 123, 211, 305, 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Geology and Physics chairpersons.

### Minor in Geology or Earth Science

To minor in Geology or Earth Science, in addition to Geology 105 or 111, 113, and Geography 227 and one additional geography course, a student should take 12 additional hours in Geology or Geography.

### Safety Glasses will be required for field work and geochemical laboratory work.

### Course Offerings

### Geology

**110—FUNDAMENTALS OF EARTH ENVIRONMENT.** Introduction to the principles of map reading, meteorology, climatology, and geomorphology. **Staff. 4**

**111—PHYSICAL GEOLOGY.** This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

**113—HISTORICAL GEOLOGY.** A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution; methods of interpreting past environments; and the interaction of the geologic and biologic realms through time. Lab deals with field work, interpretation of geologic maps, and investigations of various periods in the history of the earth. Prerequisite: 111. **Bork. 4**

**199—INTRODUCTORY TOPICS IN GEOLOGY.** A general category used only in the evaluation of transfer credit.

**211—MINERALOGY.** This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. Prerequisite: 111. **Malcuit. 4**

**212—PETROLOGY.** This course covers three major topics: Igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin-sections of rock specimens are also studied using petrographic microscope techniques. Prerequisite: 211. **Malcuit. 4**

**215—GEOLOGY OF NATURAL RESOURCES.** A broad survey of the occurrence, global distribution, and abundance of natural resources of Earth as well as consideration of the methods of exploration, exploitation, and processing of these resources for the benefit of man. Prerequisite: 110 or 111 or consent of instructor. Offered second semester, 1985-86. **Malcuit. 4**

**216—ENVIRONMENTAL GEOLOGY.** A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to man's interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 110 or 111 or consent. Offered second semester, 1986-87. **Staff. 4**

**217—TECTONICS.** A study of the various aspects of the plate tectonics model and mountain-building processes. Prerequisites: 111 and 113. Offered second semester, 1986-87. **Leavell. 4**

**299—INTERMEDIATE TOPICS IN GEOLOGY.** A general category used only in the evaluation of transfer credit.

**311—STRUCTURAL GEOLOGY.** The study of the deformation of the earth's crust. The geometry and rheology of faulting and folding are investigated, as are the larger aspects of tectonic processes. Lab involves structural problems, geologic maps, and field techniques. Required weekend field trips. Prerequisites: 111 and 113 or consent. **Leavell. 4**

**312—ADVANCED PHYSICAL GEOLOGY.** An intensive look at selected topics in physical geology. Each student contributes by researching chosen topics and presenting verbal summaries and written bibliographies in a seminar setting. Prerequisites: 211, 212, and 311 or consent. **Staff. 4**

**313—ECONOMIC GEOLOGY.** A systematic study of economic mineral deposits and their formation. Emphasis will be on metallic ores, their modes of occurrence, associations and genesis. Metallogenic provinces and mineral economics in a global setting will also be studied. Lab will involve the examination of rock and mineral suites from representative mineral districts and mining camps as well as geophysical and geochemical prospecting techniques. Prerequisites: 111 and 211. Offered second semester, 1985-86. **Leavell. 4**

**314—SEDIMENTATION AND STRATIGRAPHY.** Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition; facies; stratigraphic nomenclature; strata in the subsurface; and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 113. Offered second semester, 1985-86. **Bork. 4**

**315—PALEONTOLOGY.** An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 113. Offered second semester, 1986-87. **Bork. 4**

**320—GEOLOGICAL INVESTIGATION IN THE FIELD.** Pre-trip preparation and participation in the field trip constitutes a 2-hour course. A student who has had 111 and 113 may apply for permission to participate in the field trip for one semester-hour of credit. Prerequisites: 111 and 113 or consent. **Staff. 1-2**

**361-362—DIRECTED STUDIES.** Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **3-4**

**363-364—INDEPENDENT STUDIES.** **Staff. 3**

**399—ADVANCED TOPICS IN GEOLOGY.** A general category used only in the evaluation of transfer credit.

**400—FIELD COURSE.** A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

**401—SELECTED TOPICS IN GEOLOGY.** An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as geochemistry, geomorphology, or the history of geology. **Staff. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **4**

## Geography

Geography is a non-major field at Denison, but a student who may wish to pursue this discipline may follow the B.A. in Geology sequence, taking a minor in Economics, Sociology/Anthropology, or History. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program at a high-ranking university.

## Course Offerings

## Geography

**199—INTRODUCTORY TOPICS IN GEOGRAPHY.** A general category used only in the evaluation of transfer credit.

**202—WORLD REGIONAL GEOGRAPHY.** A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less developed nations. **Frolking. 4**

**227—GEOGRAPHY OF NORTH AMERICA.** A geographical analysis of North America with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. **Frolking. 4**

**250—WEATHER AND CLIMATE.** An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. Offered second semester, 1986-87. **Frolking. 4**

**299—INTERMEDIATE TOPICS IN GEOGRAPHY.** A general category used only in the evaluation of transfer credit.

**300—GEOMORPHOLOGY.** The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: Geology 110 or 111. Offered second semester, 1985-86. **Frolking. 4**

**361-362—DIRECTED STUDIES.** Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3-4**

**399—ADVANCED TOPICS IN GEOGRAPHY.** A general category used only in the evaluation of transfer credit.

**402—SELECTED TOPICS IN GEOGRAPHY.** An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

# History

## Faculty

### Chairperson

Donald G. Schilling

### Professor

Amy Glassner Gordon (1968-69, 1970-72, 1975- )
B.A., Connecticut College; M.A., Ph.D., U. of Chicago
Michael D. Gordon (1968- )
B.A., M.A., Ph.D., U. of Chicago
John B. Kirby (1971- )
B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois
Donald G. Schilling (1971- )
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin
Clarke L. Wilhelm (1962- )
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

### Associate Professor

Margot Duley (1984- )
B.A., Memorial University of Newfoundland; M.A., Duke University; Ph.D., School of Oriental and African Studies U. of London
Barry C. Keenan (1976- )
B.A., Yale; M.A., Ph.D., Claremont Graduate School

### Assistant Professor

David Glassberg (1985- )
B.A., U. of Chicago; M.A., Ph.D., Johns Hopkins U.
Garrett A. Jacobsen (1983- )
B.A., Franklin and Marshall College; M.A., Ph.D., Ohio State U.
Muriel Joffe (1980- )
B.A., Cornell; Ph.D., U. of Pennsylvania
Margaret L. Meriwether (1981- )
B.A., Bryn Mawr; Ph.D., U. of Pennsylvania

Joint Appointment:

### Instructor

Timothy A. Lang (1985- )
B.A., Williams College; M.A., U. of London, Yale U.
Lisa J. Lieberman (1985- )
B.A., U. of Pennsylvania; M.A., Yale U.

## Departmental Guidelines

### Major in History

By promoting a close working relationship between students and faculty in both survey and specialized courses, the Department of History seeks to develop in its students an appreciation for the complexity of the past, an ability to use the tools and methods of the historian, a recognition of the importance of historical knowledge for understanding the present and to awaken a love of history. The department strives to foster the fundamental skills and abilities and to cultivate the attitudes of mind which prepare students for life after Denison in the worlds of work, service and leisure.

The department requires thirty hours of work in history, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following five areas of history: Ancient-Medieval; American; European from the Renaissance to the French Revolution; European from the French Revolution to the present; and Non-Western. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar (History 240-245). Although each seminar will focus on a special field, theme, or topic, all students will be exposed to different approaches to history and to the nature of historical interpretation. As a senior, the student is required to take either a seminar course (History 430- 435) or complete two semesters of either senior research or senior honors. This requirement is to assure each major the opportunity to engage in his/her own historical research and writing and to share that experience with others.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

### Minor in History

The department requires a minimum of 20 hours of work in history for a minor. Students must demonstrate competence in the five areas discussed above and must enroll in the entry-level proseminar (History 240-245).

## Course Offerings

### Introductory Courses

**100-105—THE HUMAN CONDITION IN HISTORICAL PERSPECTIVE.** An introductory course designed for the first or second year student. History 100-105 provides an opportunity to study a given society or era in depth. Each section treats the theme for the year (e.g. War and Peace, Revolution, Power and Society, Technology and Progress) within the context of a particular historical setting and moves from that focused investigation to an examination of its implications and relevance for our contemporary world.
**Staff. 4**

**199—INTRODUCTORY TOPICS IN HISTORY.** A general category used only in the evaluation of transfer credit.

**201—ANCIENT GREECE: HISTORY AND CIVILIZATION.** A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on western society. **Jacobsen. 4**

**202—ANCIENT ROME: HISTORY AND CIVILIZATION.** A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. **Jacobsen. 4**

**203—FROM CAESAR TO CHARLEMAGNE: THE FALL OF ROME AND THE BIRTH OF EUROPE.** An examination of the decline and fall of the Roman Empire and of the early Middle Ages. Topics include: political and social changes in late Antiquity, the spread of Christianity, the barbarian invasions, and the Frankish kingdoms (200 A.D.–900 A.D.). **M. Gordon. 4**

**204—THE ORIGINS OF EUROPE: MEDIEVAL SOCIETY.** European history from the ninth century through the fifteenth. Emphasis will be on the origin and development of the political, socioeconomic, and cultural elements which characterize subsequent European history. **M. Gordon. 4**

**205—EARLY MODERN EUROPE.** A survey of the major developments in European social, economic, and political history from the Renaissance to the French Revolution. **A. Gordon. 4**

**211—MODERN EUROPE.** A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. No prerequisites. **Staff. 4**

**214—AMERICAN SOCIAL AND ECONOMIC HISTORY.** A study of American social and economic history from colonial times to the present, with primary emphasis upon the North. **Staff. 4**

**215—A HISTORY OF BLACKS IN AMERICA.** A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement). **Kirby. 4**

**221—AMERICAN CIVILIZATION.** A survey of the history of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. **Staff. 4**

**231—CHINESE CIVILIZATION: THE MANDATE OF HEAVEN.** The earliest Chinese records of their past are studied along with archaeological evidence to describe the beginnings of Chinese civilization. The formation of the first state, the unique political and ethical ideology prevailing in ancient China, and the philosophic schools defining the Chinese cultural tradition are analyzed up to the consolidation of the dynastic system at the time of Christ. **Keenan. 4**

**233—MODERN EAST ASIA.** Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. **Keenan. 4**

**235—AN INTRODUCTION TO MODERN AFRICA.** A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

**237—ISLAMIC CIVILIZATION BEFORE 1800.** A survey of the history of the Islamic Middle East from the rise of Islam to the present. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century AD, the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, and art, literature, and the sciences. **Meriwether. 4**

**238—DEVELOPMENT OF THE MODERN MIDDLE EAST.** The modern era began in the Middle East in about 1800, when European influence on the area became massive and unavoidable. This course emphasizes two aspects of Middle Eastern history since then: (1) the region's increasing role in international affairs from Napoleon's invasion of Egypt in 1798 to the Arab-Israeli conflict, oil cartel, and Soviet invasion of Afghanistan, and (2) the responses by Muslims to the overpowering military and economic superiority of Europe, with special attention to those features of Islamic civilization which stand in the way of incorporating European ideas. **Meriwether. 4**

**240-245—DOING HISTORY.** A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing, and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing. **Staff. 3**

**299—INTERMEDIATE COURSES IN HISTORY.** A general category used only in the evaluation of transfer credit.

## Advanced Courses

**301—THE COLONIAL BACKGROUND, 1600-1763.** A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. **Staff. 4**

**302—THE AMERICAN REVOLUTION, 1763-1800.** A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. **Staff. 4**

**303—THE AMERICAN FRONTIER.** The frontier in American economic, political, and cultural development. **Wilhelm. 3-4**

**304—THE IDEA OF AMERICAN UNION, 1800-1861.** A study of the growth of American nationalism and the American character from the Constitution to the Civil War. Political thought and primary sources are emphasized. **Staff. 4**

**305—RECENT AMERICAN HISTORY.** Study of American society from the 1920's through the Depression New Deal, Cold War, and the 60's and 70's. Emphasis is directed to the social, economic, political, and cultural changes and continuities manifested in American life since World War I. **Kirby. 4**

**307—AMERICAN WAY OF WAR.** An attempt to gain insight into the American past by examining the U.S. at war in the American Revolution, the War of 1812, the Mexican War, the Civil War, and the Indian Wars. **Wilhelm. 4**

**308—AMERICA'S RISE TO WORLD POWER.** This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. **Wilhelm. 4**

**311—AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development. **Staff. 4**

**312—THE CITY IN AMERICA.** The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political. **Staff. 4**

**314—AMERICAN SOCIAL HISTORY SINCE 1860.** A study of American responses to wealth, poverty, and new social problems created as part of industrial growth. Topics include labor, immigration, urbanization, bureaucratization, art, political culture, and the Progressive mentalite. **Staff. 4**

**316—TOPICS IN BLACK HISTORY.** Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: 215. **Kirby. 3**

**335—ENGLAND IN THE MIDDLE AGES.** English constitutional and social history from the tenth century to the fifteenth. **M. Gordon. 4**

**337—THE AGE OF THE RENAISSANCE.** An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **M. Gordon. 4**

**338—THE AGE OF THE REFORMATION.** An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. **M. Gordon. 4**

**342—ENGLAND UNDER THE TUDORS AND STUARTS.** A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. **A. Gordon. 4**

**343—MODERN BRITAIN.** A political, social, and cultural history of Great Britain from 1715 to the present. **Lang. 4**

**347—HISTORY OF RUSSIA TO 1917.** A survey course in the history of the Russian state and society from their earliest origins to the Russian Revolution. Political, economic, and social relations, and foreign policy. **Joffe. 4**

**348—HISTORY OF THE SOVIET UNION.** Political, economic, social and diplomatic evolution of Soviet Russia and the Republics of the U.S.S.R. from about 1917 to the present. **Joffe. 4**

**351—GENERATION OF MATERIALISM, EUROPE, 1870-1914.** A portrait of society, politics, and culture in the era prior to World War I. **Schilling. 4**

**352—SOCIAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES).** An analysis of the development of European society since the French Revolution with an emphasis on class structure, class interaction, and the processes of social change. **Schilling. 4**

**353—WAR AND REVOLUTION IN THE 20th CENTURY.** An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

**356—INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES).** The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. **Lang/Lieberman. 3**

**357—19th CENTURY HISTORY AS SEEN THROUGH LITERATURE.** The French Revolution and its impact, the Romantic revolt, the impact of industrialism, the force of nationalism, the liberal ideal. These topics will be examined in the light of works by Stendhal, Hugo, Dickens, Flaubert, Galsworthy, Tolstoy, Martin, du Gard, Ibsen and others. **Joffe. 3**

**358—20th CENTURY HISTORY AS SEEN THROUGH LITERATURE.** 20th Century as seen through Literature: Europe at its Zenith, the terror and results of two world wars, the flamboyant 'twenties,' the dehumanization by dictatorship and depression perceived through the works of such writers as Shaw, Mann, Huxley, Silone, Sartre, H. G. Wells, Celine, and others. **Joffe. 3**

**361-362—DIRECTED STUDIES.** **Staff. 3**

**363-364—INDEPENDENT STUDIES.** **Staff. 3**

**371—THE MODERN FATE OF CONFUCIAN CHINA.** At the turn of the century Confucian literati combined achievement in learning with political power. In 1911 the 2000-year old Chinese dynastic tradition was overthrown, and Western models of capitalism and democratic government were promoted. After 1949 the revolutionary Marxist government of Mao Tse-tung turned political revolution into social revolution. This course analyzes the transformation of the intelligentsia amid China's social and political revolution in the twentieth century. We shall read writers, political activists, and educational reformers. **Keenan. 4**

**373—THE U.S. AND CHINA.** A study of the historical contact between China and the United States. **Keenan. 4**

### Other

**380-385—STUDIES IN HISTORY.** Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: consent of instructor. Examples of current topics are: The Age of Charlemagne, The Golden Age of Spain, Stalin and Stalinism, Islamic Civilization, History of Women in Modern Europe and America, and Rise and Fall of Nazi Germany. **Staff. 3**

**399—ADVANCED TOPICS IN HISTORY.** A general category used only in the evaluation of transfer credit.

**430-435—SEMINARS.** Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields: **Staff. 3**

| | |
|---|---|
| a. Early American History | **Staff** |
| b. American Frontier | **Wilhelm** |
| c. American Diplomatic History | **Wilhelm** |
| d. American Social and Intellectual History | **Staff** |
| e. American Political and Economic History | **Kirby** |
| f. Renaissance and Reformation | **M. Gordon** |
| g. Tudor England | **A. Gordon** |
| h. Modern England | **Lang** |
| i. Modern France | **Lieberman** |
| j. Far Eastern History | **Keenan** |
| k. Africa: South of the Sahara Desert | **Schilling** |
| l. Afro-American | **Kirby** |
| m. Modern European Intellectual History | **Lang/Lieberman** |
| n. European Political and Social History | **Schilling/Joffe** |
| o. Russian History | **Joffe** |
| p. The Middle East | **Meriwether** |
| q. Ancient History | **Jacobsen** |

**451-452—SENIOR RESEARCH.** Research in selected topics of History. **Staff. 4**

**455—SENIOR COLLOQUIUM.** **Staff. 2**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

## Mathematical Sciences

### Faculty

### Chairperson

Zaven A. Karian

### Professor

Daniel D. Bonar (1965-68, 69- )
B.S., Ch. E., M.S., West Virginia U.; Ph.D., Ohio State U.
Arnold Grudin (1953- )
B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado
Zaven A. Karian (1964- )
B.A., American International College; M.A., U. of Illinois; M.S., Ph.D., Ohio State U.
W. Neil Prentice (1957- )
A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.

Andrew Sterrett (1953- )
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh
Marion Wetzel (1946- )
Benjamin Barney Chair of Mathematics
A.B., Cornell College; M.A., Ph.D., Northwestern U.

**Associate Professor**

James Cameron (1975- )
B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

**Assistant Professor**

Todd H. Feil (1982- )
B.A., Millikin U.; M.S., M.S., Ph.D., Bowling Green State U.
Carolyn R. Mahoney (1983- )
B.S., Sienna College; Ph.D., Ohio State U.

**Instructor**

David A. Bates (1983- )
B.A., Capital U.; M.S., M.S., Ohio State U.
Jane Henderson (1985- )
B.S., M.S., U. of Wisconsin

**Visiting Lecturer**

Thomas E. Hays (1985- )
B.S., Cumberland College; Ph.D., U. of Tennessee

## Departmental Guidelines

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

Students interested in Computer Science should take 171 followed by 172 and 131 by the end of the sophomore year. B.S. candidates should also take 123-124, preferably during the freshman year. B.A. candidates should note that 131 is a co-requisite for 271.

For research opportunities in Mathematical Sciences see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Mathematical Sciences should choose 101, 102, 116, 123, or 131.

## Requirements for Degrees in the Mathematical Sciences

The core program in mathematics consists of 123, 124, 171, 222, 231, 321, and 331. All mathematics majors must complete this sequence of courses.

Electives in mathematics include 322, 332, 334, 337, 341, 342, 351, 352, and 356. Minimum requirements for a B.A. degree in mathematics are the core plus two courses from the list of electives. Those who wish a B.S. degree must complete the core plus five courses from the list of electives.

### The Minor

A minor in mathematics consists of 123, 124, 171, 222, and 231 and two courses from the list: 321, 331, 337, 341, and 342.

### Degrees in Computer Science

The core program in computer science consists of 131, 171, 172, 271, 272, either 374 or 375, and either 382 or 383. All computer science majors must complete this sequence of courses.

The minimum requirements for a B.A. degree in computer science are the core plus two courses from: 334, 352, 356, 374 or 375 (whichever was not used to satisfy the core requirements), 373, 377, either 382 or 383 (whichever was not used to satisfy the core requirements), and 402.

The minimum requirements for a B.S. degree are the core, 331, two courses from the above list, and any four additional courses in the department with numbers 123 or above.

### The Minor

A minor in computer science consists of the core.

### Additional Guidelines

The Computer Science staff strongly recommends that B.A. candidates also take 123, 124, 231, and 274 in addition to the required courses.

We also recommend that a B.A. candidate in either Mathematics or Computer Science consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation.

A student who desires a recommendation for graduate study in mathematics or computer science should take a B.S. major. A reading knowledge of at least one foreign language — French, German, or Russian — is also recommended.

### Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 123, 124, 171, 222, 231, 341, and 342, plus one course from the list: 321, 322, 351, and 356 (see prerequisites for 356) and Economics 100, 300, 301, 302, 331, 332, and 350. A senior exam in quantitative economics is also required.

### Course Offerings

**101—SURVEY OF COMPUTER SCIENCE.** Introduction to computer science and the development of algorithms and their translation to computer programs. Discussion of historical and technological development of computing, and possible future social consequences. Accompanied by a lab designed to illustrate principles of the lectures. Computer programs will be written in a compiler language (BASIC) and a simple machine language. Designed for students who do not expect to take additional courses in computer science. Offered each semester. Prerequisite: 104 or equivalent. **Staff. 4**

**102—STATISTICS - DATA ANALYSIS.** This course includes topics from statistical inference such as point and interval estimation, testing hypotheses, regression and correlation, non-parametric methods, and contingency tables. Not open for credit to those who have taken Psychology 370. Offered each semester. Prerequisite: 116 or equivalent. **Staff. 4**

**104—INTERMEDIATE ALGEBRA.** This course is intended for the student who possesses only a superficial understanding of the concepts of Algebra II or who may not have taken such a course. Topics include linear and quadratic equations, exponents, radicals, factoring, graphing, word problems, functions, and the simplifying of mathematical expressions. Offered each semester. **Staff. 3**

**116—COLLEGE ALGEBRA AND TRIGONOMETRY.** This course is intended for students with three years of high school mathematics who are not ready to begin calculus and wish to improve their mathematical skills. Topics include fractional exponents, quadratic equations, systems of equations, ratios, proportions, variations, theory of equations, binomial theorem, inequalities, mathematical induction, and an introduction to trigonometric functions. Offered each semester. Prerequisite: 104 or equivalent. **Staff. 3**

**123-124—CALCULUS I, II.** A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester. Prerequisites: 116 or equivalent for 123. **Staff. 4**

**131—DISCRETE MATHEMATICS.** The course introduces the basic techniques and modes of reasoning of combinational (i.e., discrete) problem-solving. It will include topics such as graphs as models, basic properties of graphs, trees and their applications in searching, elementary counting principles, permutations and combinations, and Boolean Algebras. Prerequisite: 116 or equivalent. **Staff. 4**

**171—BEGINNING COMPUTER SCIENCE.** Designed for those contemplating taking additional courses in the department and for those having a good background in mathematics and/or expecting to major in one of the sciences. Introduction to the concept of the stored program computer by studying the machine language and assembly language of a simple computer and the development of algorithms and their translation into computer programs. Discussion of the development of computers and possible future consequences. Accompanied by a lab designed to illustrate principles of the lectures. Offered each semester. Prerequisite: 116 or equivalent. **Staff. 4**

**172—INTRODUCTION TO COMPUTER SYSTEMS.** A study of basic computer organization through the medium of low level computer languages. These languages require an understanding of the primitive actions a computer can perform as well as how the components of a computer system interact. Prerequisite: MS 171. **Staff. 3**

**199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

**222—CALCULUS III.** Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

**231—ELEMENTARY LINEAR ALGEBRA.** Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

**271-272 ALGORITHMS AND DATA STRUCTURES.** This course will stress the analysis of algorithms and data structures (lists, stacks, queues, trees and graphs), their implementation and applications. Topics also covered will be recursion, sorting and searching. Required of all computer science majors. Prerequisite: 172. Corequisite for 271: 131. Each course offered each semester. **Staff. 4**

**274—COBOL AND ITS APPLICATIONS.** The fundamentals of standard COBOL will be covered. The emphasis will be on applications and problem solving. Prerequisite: 271. Offered each spring. **Staff. 3**

**299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

**321—ADVANCED ANALYSIS.** Thorough analysis of limits, continuity, differentiation, integration, and uniform convergence of infinite series. Prerequisites: 222, 231. Offered each fall. **Staff. 4**

**322—ADVANCED ANALYSIS.** Vector calculus and differential geometry. Prerequisite: 321. Offered each spring. **Staff. 4**

**331—ALGEBRAIC STRUCTURES.** Sets, relations functions, and topics chosen from graph theory, Boolean algebra, semigroups, propositional logic, and combinatorics and applications to computer science. Prerequisite: 231. Offered each fall. **Staff. 4**

**332—ABSTRACT ALGEBRA.** A study of the structure and properties of groups, rings, and fields. Prerequisite: 331. Offered in spring of 1983-84 and alternate spring semesters. **Staff. 4**

**334—THEORY OF COMPUTATION.** This course is a study of formal languages and their related automata, Turing machines, unsolvable problems and NP- complete problems. No lab. Prerequisite: 331. Offered in spring of 1986-87 and alternate years. **Staff. 4**

**337—MODERN GEOMETRY.** Finite geometries, geometric transformations, synthetic projective geometry, analytic projective geometry, affine, elliptic, and hyperbolic geometries, the evolution of geometry. Prerequisite: 231 or consent. **Staff. 4**

**341-342—PROBABILITY AND MATHEMATICAL STATISTICS.** Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisite: 222 for 341 and 231 for 342. Course offered each year. **Staff. 4**

**351—DIFFERENTIAL EQUATIONS.** Topics from the theory of linear and nonlinear differential equations. Prerequisite: 231. Recommended co-requisite: 222: Offered each spring. **Staff. 4**

**352—NUMERICAL ANALYSIS.** Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 231, and 351 (may be taken concurrently). Offered in fall 1985-86 and alternate years. **Staff. 4**

**356—MATHEMATICAL MODELING AND COMPUTER SIMULATION.** A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 272 and 341. Offered in spring of 1985-86 and alternate years. **Staff. 4**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDIES.** **Staff. 3**

**373—PROGRAMMING LANGUAGES.** A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and nonnumerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 272. Offered in spring 1985-86 and alternate years. **Staff. 4**

**374—TRANSLATORS.** A study of the processes involved in the conversion of computer programs written in one language to logically equivalent programs in another language. Issues in syntax and semantic definitions, as well as parsing techniques, will be addressed. Prerequisite: MS 272

**375—INTRODUCTION TO OPERATING SYSTEMS.** A study of the design and implementation of operating systems. Topics to be included are: process handling, memory management (real and virtual), scheduling, input/output processing, and interrupts and priorities. Prerequisite: MS 272.

**377—INFORMATION SYSTEMS ANALYSIS.** Analysis and design of information gathering and decision-making processes. The advantages of alternative systems will be discussed from the operational and strategic points of view. Some case studies should be included. Prerequisite: 272. Offered in fall 1986-87 and alternate years. **Staff. 4**

**382—COMPUTER ARCHITECTURE.** A study of hardware/software configurations as integrated systems. Topics will include hardware modules, hardware/software selection and evaluation, and systems implementation. Prerequisite: 272. Offered in fall each spring. **Staff. 4**

**383—DIGITAL ELECTRONICS AND MICROPROCESSORS.** An introduction to the basic components of digital electronics and microprocessors. These basics are used to investigate interfacing and interrupt-processing problems of the microprocessor. The course includes a laboratory. Prerequisite: MS 272. Offered each fall.

**399—ADVANCED TOPICS IN MATHEMATICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

**400-401—ADVANCED MATHEMATICAL TOPICS.** Prerequisite: 222 or consent.
a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Functional Analysis
f. Geometry
g. Applied Mathematics
h. Topics in Analysis
i. Graph Theory **Staff. 4**

**402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.**
a. Logic
b. Automata
c. Models of Grammar
d. Artificial Intelligence
e. Graphics **Staff. 4**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Modern Languages

## Faculty

## Chairperson

Milton D. Emont

## Professor

Joseph R. de Armas (1966- )
Teacher's Diploma Havana Normal School; Ed.D., Ph.D., U. of Havana
Milton D. Emont (1954- )
B A., New Jersey State College Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin
Arnold Joseph (1963- )
B.S., M.A., Ph.D., Ohio State U.
Ilse Winter (1967- )
Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.

**Associate Professor**

Nicolas E. Alvarez (1982- )
B.A., U. of Puerto Rico; M.A., Ph.D., U. of California-Berkeley
John D. Kessler (1969- )
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
Charles O'Keefe (1975- )
B.A., Saint Peter's College; Ph.D., Duke U.
Josette Wilburn (1978- )
B.A., U. of Minnesota; M.A., Ohio State U.; Ph.D., Ohio State U.

**Assistant Professor**

Karen Bookman (1985- )
B.A., Oberlin; Ph.D., U. of Texas at Austin
Annette G. Cash (1976- )
B.A., M.A., U. of North Carolina; Ph.D., Ohio State U.
Judy Cochran (1984- )
A.B., Smith College; M.A., Ph.D., Duke University
Arnal Guzman (1984- )
Lic., U. Catolica Valparaiso, Chile; M.A., Ph.D., U. of Texas at Austin
Alfredo Torrejon (1984- )
TEFL, U. of Chile; Lic. letters, U. of Concepcion, Chile; M.A., Ph.D., SUNY/Buffalo NY

**Instructor**

Peggy Hyde (1981- )
B.A., Wilson College; M.A., U. of Arizona, Tucson
Robert C. Maier (1985- )
B.A., Saint Lawrence U.; M.A., Ohio State U.
John S. Savage (1983- )
B.A., Allen U.; M.A., Kent State U.

**Visiting Lecturer**

Patricia Maldonado (1985- )
Lic., The Catholic University of Valparaiso; M.A. U. of Texas at Austin

**Departmental Guidelines**

A significant goal of a liberal arts education is to develop an understanding of oneself and one's surroundings. We believe that the study of foreign languages contributes to this goal in two ways. It increases sensitivity to the intelligent use of language, through the application and comparison of linguistic concepts. It also enables students to acquire insights into a foreign culture which can be used as external vantage points from which to appraise their own perceptions and values.

Our language courses are designed to impart the skills and knowledge necessary for the acquisition of a foreign language. When students complete the basic courses, their language skills allow them to use the target language in subsequent courses dealing with the foreign culture. The department emphasizes the use of a

foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as economics, political science, and English. Courses in area studies and literature, aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off Campus Studies (See "Off Campus Programs.") Opportunities to improve the student's command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities supervised by the Department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

## General Departmental Regulations

Students planning to major in the department or to receive a teaching certificate are advised to begin course work in the freshman year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the freshman year. The language requirement must be completed by the end of the junior year.

## Course Offerings

## French

A student *majoring* in French must take the following courses above the 211-214 level: 311-312, 415; a minimum of one seminar, 418; and at least three of the following: 317, 318, 319, 320, 322. Required related courses: 315-316.

A student *minoring* in French must take:

French 213 (3 credits) — Intermediate Conversation

French 214 (4 credits) — Intermediate French

French 305 (4 credits) — French Grammar (or 415 Advanced Grammar), and one of the following combinations:

a.) two literature courses (French 311 and 312) and one area-studies course (French 315 or 316)

**OR**

b.) two area-studies courses (French 315 and 316) and one literature course (French 311 or 312)

**111-112—BEGINNING FRENCH.** A comprehensive introductory course in French through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major.
**Staff. 4**

**199—INTRODUCTORY TOPICS IN FRENCH.** A general category used only in the evaluation of transfer credit.

**211—INTERMEDIATE FRENCH.** A review of the structure of French. Emphasis placed on developing skills in speaking, writing, and reading. Prerequisite: 112 or placement. **Staff. 4**

**213—INTERMEDIATE CONVERSATION.** Intensive practice in conversational skills on the intermediate level. Prerequisite: 211 or equivalent. **Staff. 3**

**214—READINGS IN FRENCH.** Refining the four basic skills with emphasis on reading. Prerequisite: 213 or consent. **Staff. 4**

**299—INTERMEDIATE TOPICS IN FRENCH.** A general category used only in the evaluation of transfer credit.

**305—FRENCH GRAMMAR: REVIEW AND PROGRESS.** Intensive review of grammar and writing skills to increase oral and written accuracy and to improve reading comprehension. Recommended to students who wish to consolidate language skills acquired in high school or as preparation for advanced work in French. *Conducted primarily in French.* Prerequisite or Co-requisite: 214. **Staff. 4**

**311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 18th Century).** Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 214 or equivalent. **Staff. 4**

**312—INTRODUCTION TO FRENCH LITERATURE (19th Century to the Present).** Introduction to major movements and figures with reading from representative authors. Conducted in French. Prerequisites: 214 or equivalent. **Staff. 4**

**315—AREA STUDY-FRANCE.** A survey of French cultural and political history from its origins to the Revolution. Students examine historical documents and aspects of literature and the arts as reflections of the various periods studied and as a foundation for contemporary French culture. Prerequisite: 311 or 312. **Wilburn. 4**

**316—AREA STUDY-FRANCE.** The course deals with the question: "What makes the French French?" By examining several aspects of French culture (attitudes and concepts, child reading and the process of socialization, the structure of the family and society, symbolic behavior.) The approach is comparative, stressing the differences, and causes of misunderstanding between the American and French cultures. Prerequisite: 311 or 312. **Wilburn. 4**

**317—17th CENTURY LITERATURE.** The development of French classicism, with emphasis on the theatre. Representative works of Corneille, Moliere, Racine, Pascal, La Fontaine, and others. *Conducted in French.* Prerequisites: 311 and 312. Offered first semester, 1985-86. **Emont. 4**

**318—THE 18th CENTURY.** Writings of Montesquieu, Voltaire, Rousseau, Diderot, et al. The development of social and political consciousness among the "philosophes"; acceleration of social reform; rationalism and sentimentalism in literature and the arts. Conducted in French. Prerequisite: 311 and 312. Offered second semester, 1985-86. **Cochran. 4**

**319—19th CENTURY LITERATURE.** An examination of the literary revolution inadequately described by such terms as Romanticism, Realism, Naturalism, and Symbolism. Texts from Hugo, Balzac, Flaubert, Mallarme, and others. *Conducted in French.* Prerequisites: 311 and 312 or equivalent. Offered second semester 1986-87. **O'Keefe. 4**

**320—20th CENTURY THEATRE.** Development of the theatre from Claudel and Giraudoux to the existentialist plays of Sartre and Camus, and the absurd theatre of Ionesco, Beckett, and their heirs. *Conducted in French.* Prerequisite: 311, 312. Offered first semester 1986-87. **Wilburn. 4**

**322—THE 20th CENTURY NOVEL: REVOLUTION AND RE-INVENTION.** Examination of the ideas and forms of writers perceiving a universe in which man is central, alienated, and free. The changing concepts of space and time as these pertain to modified perceptions of reality. Texts by Gide, Proust, Malraux, Sartre, Camus, Robbe-Grillet. *Conducted in French.* Prerequisites: 311-312 or equivalent. Offered first semester 1987-88. **Joseph. 4**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN FRENCH.** A general category used only in the evaluation of transfer credit.

**401-402—PROBLEMS IN AREA STUDY.** A terminal integrating course of independent study to be taken in the senior year by the student majoring in Area Study (France). **Wilburn. 3-4**

**415—ADVANCED FRENCH GRAMMAR AND WRITING.** Intensive grammar review and stylistics on the advanced level. Conducted in French. Prerequisite: one course beyond 311-312. **Emont. 4**

**418—SEMINAR.** Advanced study of special topics in language, literature, or culture. Majors are required to take a minimum of one seminar, but may elect more. Prerequisite: one course beyond 311-312, and a semester of an advanced literature course or equivalent. **Staff. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

## German

A student majoring in German must take a minimum of seven courses above the 250 level. Three of the seven courses, German 301, 311 (or 312), and German 313, are obligatory for every major.

A student minoring in German must take at least three advanced language courses above the 211 level, two literature courses, and one course in area studies. Recommended courses:

German 213—Intermediate Conversation
German 250—Readings in German Literature and Culture
German 301—Introduction to German Civilization
German 313—Advanced Conversation and Composition
German 311—Introduction to German Literature
One other literature course

**111-112—BEGINNING GERMAN.** A comprehensive introductory course in German through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Staff. 4**

**199—INTRODUCTORY TOPICS IN GERMAN.** A general category used only in the evaluation of transfer credit.

**211—INTERMEDIATE GERMAN.** The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will be reviewed, but not systematically. Prerequisite: 112 or consent. **Staff. 4**

**213—INTERMEDIATE CONVERSATION.** Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or consent. **Staff. 4**

**250—READINGS IN GERMAN LITERATURE AND CULTURE.** The course guides and instructs students to analyze, understand, and evaluate a variety of texts. They will read several selections of short prose, poetry, and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. Conducted in German. Prerequisites: 211 or 213 or consent. **Winter, Kessler. 4**

**299—INTERMEDIATE TOPICS IN GERMAN.** A general category used only in the evaluation of transfer credit.

**301—INTRODUCTION TO GERMAN CULTURE.** A survey course dealing with various aspects of German culture in the Federal Republic of Germany and the German Democratic Republic. Conducted in German. Prerequisite: 250 or 213 or consent. Offered in 1986-87. **Winter. 4**

**311—INTRODUCTION TO GERMAN LITERATURE.** The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. *Conducted in German.* Prerequisite: 250 or 213 or equivalent. Offered in 1985-86. **Staff. 4**

**312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE.** A close study of works by Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunther Grass, and others. *Conducted in German.* Prerequisite: 311 or consent. Offered in 1986-87. **Staff. 4**

**313—ADVANCED CONVERSATION AND COMPOSITION.** Intensive practice in conversational skills on the advanced level. Weekly compositions are required. *Conducted in German.* Prerequisite: 213 or consent. Offered in 1985-86. **Winter. 4**

**314—ADVANCED GRAMMAR AND COMPOSITION.** Intensive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted in German. Prerequisites: 250, 213, or 313. Offered in 1985-86. **Kessler. 4**

**317—GERMAN CLASSICS.** An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Nietzsche, Thomas Mann, Kafka, Rilke, Hesse, Brecht. Prerequisites: German 311 or consent. Not currently offered. **Winter. 4**

**321—THE ROMANTIC PERIOD IN GERMANY.** A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisites: 311, or consent of instructor. Offered in 1986-87. **Winter. 4**

**322—19th CENTURY PROSE AND DRAMA.** Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisites: 311 or consent. Not currently offered. **Kessler. 4**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**375—THE FAUST THEME IN EUROPEAN LITERATURE.** The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: *The Historie of the damnable life and deserved death of Doctor John Faustus* by an anonymous author of the 16th Century, Marlowe's *The Tragical History of the Life and Death of Doctor Faustus,* Goethe's *Faust,* Byron's *Manfred,* Th. Mann's *Doktor Faustus,* and Bulgakov's *The Master and Margarita.* The emphasis will be on the figure of Faust as a representative of Western man: his pursuit of knowledge, his aspirations toward the divine and his fascination with the demonic, his role in society, and his damnation or salvation. **Winter. 3**

**399—ADVANCED TOPICS IN GERMAN.** A general category used only in the evaluation of transfer credit.

**414—THE GERMAN LYRIC.** A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krolow, Celan, Gottfried Benn, and others. Prerequisite: 311 or 312. Not currently offered. **Kessler. 4**

**415—SURVEY OF GERMAN LITERATURE BEFORE 1700.** Prerequisite: any 300 course or consent of instructor. Not currently offered. **Kessler. 4**

**416—SEMINAR.** Advanced study of special topics in literature or culture. Conducted in German. Prerequisite: 311 or consent. Offered in 1986-87. **Staff. 4**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

**All 300 and 400 level courses given in alternate years.**

## Spanish

All students majoring in Spanish must take the following courses above the 211 level: Latin American Studies 201, Spanish 213, 220, 224, 314, 413, and a **300-level** literature course. Beyond these requirements, the following options exist to complete a major:

1.) Hispanic Literature (315, 316, 415, 416)

2.) The Spanish Language (313, 420 and 421)

Attention is called to the Interdepartmental program in Latin American Studies.

## Minor in Spanish

We expect students who minor in Spanish to be well advanced in their language skills. They should have a good understanding of the nature and the complexities of Hispanic civilization. The minor requires at least five courses above the 211 level, including three courses at the 200 level and two at the 300 or 400 level (Total: 19 credit hours). Following are the options within the requirement:

Spanish 213 — Conversation (3 hours)

Spanish 220 — Introduction to Hispanic Literature (4 hours)

Spanish 224 — Introduction to Hispanic Culture (4 hours)

After the required 200-level courses, the following combinations are possible:

a.) (Language emphasis): Spanish 314 — Advanced Grammar (4 hours) and Spanish 413 — Composition and Stylistics (4 hours)

b.) (Literature emphasis): Courses totaling eight hours from among the following: Spanish 315 — Spanish American Literature (4 hours), Spanish 316 — Spanish Literature (4 hours), Spanish 415 — Seminar in Spanish American Literature (3 hours), Spanish 416 — Seminar in Spanish Literature (3 hours).

## Course Offerings

**111—BEGINNING SPANISH I.** An introductory course in Spanish concerned with the four basic skills of aural comprehension, speaking, reading, and writing. Emphasis will be on basic language structure. No high school Spanish or Placement. **Staff. 4**

**112—BEGINNING SPANISH II.** A continuation of skill development through the completion of basic Spanish structure. Prerequisite: 112 or Placement. **Staff. 4**

**199—INTRODUCTORY TOPICS IN SPANISH.** A general category used only in the evaluation of transfer credit.

**211—INTERMEDIATE SPANISH.** The final semester of the three-semester sequence of basic courses. Emphasis on the four skills will be combined with a progressive review of the more difficult points of Spanish grammar. Prerequisite: 112 or Placement. **Staff. 4**

**213—CONVERSATION.** An advanced intermediate course to develop conversational ability in a variety of daily life situations; emphasis is on oral comprehension and speaking. Prerequisite: 211 or consent. **Alvarez, Armas, Cash. 3**

**220—INTRODUCTION TO HISPANIC LITERATURE.** Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Spain and Spanish America. Conducted in Spanish. Prerequisite: 211. **Alvarez, Cash. 4**

**224—INTRODUCTION TO SPANISH CULTURE.** A study of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions, and creative expression. Conducted in Spanish. Prerequisite: 211.
**Cash. 4**

**299—INTERMEDIATE TOPICS IN SPANISH.** A general category used only in the evaluation of transfer credit.

## Literature

**315—SPANISH AMERICAN LITERATURE.** Survey of literary genres, periods and movements in Spanish America; *Conducted in Spanish.* Prerequisite: 220 or 224.
**Armas, Alvarez. 4**

**316—SPANISH LITERATURE.** Survey of literary genres, periods and movements in Spain; *Conducted in Spanish.* Prerequisite: 220 or 224.
**Armas, Alvarez. 4**

**399—ADVANCED TOPICS IN SPANISH.** A general category used only in the evaluation of transfer credit.

**415—SEMINAR IN SPANISH AMERICAN LITERATURE.** Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. *Conducted in Spanish.* Prerequisite: 315, 316, or consent.
**Alvarez. 3**

**416—SEMINAR IN SPANISH LITERATURE.** Study and discussion in depth of a selected topic, writer, or work from Spanish literature. *Conducted in Spanish.* Prerequisite: 315, 316, or consent.
**Armas, Alvarez. 3**

## Language

**313—ADVANCED CONVERSATION AND PHONETICS.** Intensive practice in oral Spanish on the advanced level (including a study of the formation of Spanish vowels and consonants, their modification in groups, syllabication, and stress and intonation). Reports, discussions, speeches, dramatizations, etc. Conducted in Spanish. Prerequisite: 213 or consent.
**Alvarez, Guzman. 4**

**314—ADVANCED GRAMMAR.** Intensive grammar review on the advanced level. Conducted in Spanish. Prerequisite: 213, 220, 224, or equivalent.
**Alvarez, Armas. 4**

**413—COMPOSITION AND STYLISTICS.** Composition on the advanced level with special attention given to modern Spanish, creative writing, and commercial Spanish. Conducted in Spanish. Prerequisite: 314.
**Alvarez, Armas, Torrejon. 4**

**420-421—ADVANCED READING AND TRANSLATION.** One of two emphases will be used in a given semester: 420 Spanish to English, or 421 English to Spanish. The goals are to master the techniques of translation and to achieve stylistic excellence. Prerequisite: a 300 course in language or literature.
**Armas, Alvarez. 3**

## Latin American Area Studies (Conducted in English) (For Latin American Area Studies in Spanish see p. 72.)

**201—AREA STUDY: LATIN AMERICA.** An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world.
**Alvarez, Armas. 4**

**401—PROBLEMS IN AREA STUDY.** A seminar intended to integrate student perspectives through selected topics. Primarily for students in the trans-departmental sequence Area Study: Latin America.
**Alvarez, Armas. 3**

**402—CARIBBEAN STUDIES.** A seminar designed for students who wish to combine study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Alvarez, Armas. 3**

### Other

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

## Music

### Faculty

### Chairperson

Elliot D. Borishansky

### Professor

Frank J. Bellino (1958- )
B.F.A., Ohio U.; Mus.M., Eastman School of Music
Elliot D. Borishansky (1968- )
B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan
R. Lee Bostian (1966- )
B.A., M.A., Ph.D., U. of North Carolina
Marjorie Chan (1968- )
B. Mus., Oberlin College; M. Mus., Indiana U.;D.M.A., U. of Southern California
George R. Hunter (1954- )
B.F.A. (Music Ed.), B.F.A., M.F.A., (Mus.), Carnegie-Mellon U.
William Osborne (1961- )
Mus.B., Mus.M., A.Mus.D., U. of Michigan

### Assistant Professor

Frederick C. Frey (1980- )
B.M., Wisconsin Conservatory; M.M., D.Mus., Northwestern University

### Adjunct Faculty

Linda Allen, flute
B.Mus., Indiana U.
Eileen Bellino, voice
B.Mus., Eastman School of Music
Joyce Brereton, saxophone
B.Mus.Ed., M.M., Northwestern U.

Rick Brunetto, percussion, jazz ensemble
B.Mus., M.Mus., Ohio State U.
Tom Carroll, jazz guitar
Professional jazz musician
Glenn Harriman, trombone
B.S.Ed., M.A., Ohio State U.
Hank Marr, jazz piano
B.A., Ohio State U.
Robert Raker, bassoon
B.A., M.D., Ohio State U.
Steven Rosenberg, oboe
B.M., Oberlin College
Gwendolyn Shrader, piano
B.Mus., M.M., Ohio State U.
Robert Titus, clarinet
B.A., M.A., Ph.D., U. of Iowa

### Departmental Guidelines

The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in any one of several curricula while participating in the liberal arts spirit of the institution. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate. A minor is offered for the student who wishes to gain basic competence in music.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the focus on which the program is conceived and implemented.

### Major in Applied Music (B.Mus. Degree)

Requirements: Music (83 hours) — Music 115-116, 201, 202, 203, 215-216, 309, 311-312; 103 (4 hours); and 108 (32 hours); Electives (3-6 hours); and a Graduating Recital in the major field. Voice majors: 136-137; instrumentalists: 361 in literature.

### Major in Music Education (B.Mus. Degree)

Requirements: Music (58 hours) — Music 115-116, 141-142, 151-152, 161-162, 171, 201, 202, 203, 215-216, 307-308, 309; 103 (4 hours); and 108 (16 hours); Education 150, 213, 312, 322, 410, 400 or 420, and 415.

This major enables the candidate to undertake the regular undergraduate plan in preparation for public school music teaching, leading to both the Bachelor of Music (Music Education) degree and the Ohio Provisional Special Certificate (Music) which provides certification grades K-12.

### Major in Theory and Composition (B.Mus. Degree)

Requirements: Music (77 hours) — Music 115-116, 141-142, 151-152, 171, 201, 202, 203, 215-216, 307-308, 309, 311-312, 341-342, 361, 362, 441-442; 103 (4 hours); and 108 (16 hours). In addition, the student must have three compositions ready for performance at the end of the junior year and must compose a work of major proportions during the senior year.

### Major in Music (B.A. Degree)

Requirements: Music (40 hours) including Music 115-116, 201, 202, 203, 215-216; 103 (4 hours), and 108 (11 hours).

Any student anticipating music as a possible major should enroll in Music 115-116 during the freshman year. Admission to any Bachelor of Music degree program requires permission of the Faculty of the Department of Music. At the end of the sophomore year each student is reviewed in terms of permission to continue in these degree programs.

General Education requirements for the B. Mus. degrees include: two Freshmen Studies courses and one course from each of the following areas: Textual Inquiry, Critical Inquiry, Social Inquiry, Artistic Inquiry (other than music), Global Studies, and Scientific Inquiry. In addition, candidates must satisfy the present foreign language requirement. A minimum of three hours credit must be taken in each area.

### Minor in Music

**Requirements:** Music 115-116, 201 or 202 or 203, plus one additional academic course of at least 3 credits; Music 108 (4 credits) and Music 103 (2 credits). The applied music fees are waived for minors in music. Minors must be recorded as having attended 32 music department programs before graduation.

### Course Offerings

**101—INTRODUCTION TO MUSIC.** A course designed to develop the listener's understanding of and relationship to a variety of musical styles. **Chan, Hunter. 3**

**103—ENSEMBLES.** Concert Band Hunter. 1/2; Orchestra Bellino. 1; Concert Choir Osborne. 1/2

**107—CHAMBER MUSIC.** A course which involves active rehearsal and performance in a chamber ensemble or participation in the *Brass Ensemble, Jazz Ensemble, Percussion Ensemble,* a piano ensemble, or other smaller instrumental ensembles which are generated each semester. **Chan. 1-2**

**108—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA D'AMORE, CLASSICAL GUITAR, JAZZ GUITAR, LUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION.** Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fees under College Costs in Catalog.)

**109—JAZZ AND OTHER MUSIC OF BLACK AMERICANS.** This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Bostian. 3**

**114—FUNDAMENTALS OF MUSIC.** A course for the general student in the basic fundamentals of music, designed to facilitate the reading of single-line music. **Chan, Osborne. 3**

**115-116—MUSIC THEORY I, II.** A course in the harmonic structure of tonal music plus aural and keyboard training. **Borishansky. 4**

**120—INTRODUCTION TO OPERA.** A brief historical survey of the evolution and history of Opera in detailed analysis of a broad selection of operatic masterpieces. Listening will be stressed: recording, broadcast, and live performances. Offered in 1983-84 and alternate years. **Frey. 3**

**136—DICTION FOR SINGERS.** International phonetic alphabet, English and German diction for singers; some work in vocabulary, repertoire, and style. **Frey. 3**

**137—DICTION FOR SINGERS.** Italian, Latin, and French diction for singers; some work in vocabulary, repertoire, and style. Prerequisite: 136. **Frey. 3**

**141—WOODWIND INSTRUMENTS CLASS.** Class instruction primarily for students majoring in Music Education. **Hunter. 1**

**142—BRASS INSTRUMENTS CLASS.** Class instruction primarily for students majoring in Music Education. **Hunter. 1**

**151-152—STRING INSTRUMENTS CLASS.** Class instruction primarily for students majoring in Music Education. (151: violin and viola, Bellino; 152: cello and bass, Chan) **Bellino, Chan. 1**

**161-162—VOICE CLASS.** Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing. **Frey. 1**

**171—PERCUSSION CLASS.** Class instruction primarily for students majoring in Music Education. **Brunetto. 1**

**199—INTRODUCTORY TOPICS IN MUSIC.** A general category used only in the evaluation of transfer credit.

**201—HISTORY AND LITERATURE OF MUSIC I.** An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Baroque Period. **Bostian. 3**

**202—HISTORY AND LITERATURE OF MUSIC II.** An historical survey of the evolution of musical style in Western Europe from the Pre-classical Period through the Romantic Period. **Bostian. 3**

**203—HISTORY AND LITERATURE OF MUSIC III.** An historical survey of the evolution of musical style in Western Europe and the United States from the late romantic period to the present. **Bostian. 3**

**207—MUSIC IN AMERICA.** A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: 101 or permission of instructor. Offered in 1983-84 and alternate years. **Osborne. 3**

**215-216—MUSIC THEORY III, IV.** A continuation of Music 116, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116. **Borishansky. 4**

**220—TECHNIQUES FOR THE MUSICAL STAGE.** An introduction to the techniques for the actor/singer/dancer on the Musical Stage. Emphasis on characterization, musical interpretation, styles, and methods of dance and audition practices. (In conjunction with the Departments of Theatre and Dance.) **Frey. 3**

**299—INTERMEDIATE TOPICS IN MUSIC.** A general category used only in the evaluation of transfer credit.

**307-308—ORCHESTRATION.** The study of instrumentation, score reading, and arranging for band and orchestra. Offered in 1986-87 and alternate years. **Hunter. 2**

**309—CONDUCTING.** Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisite: permission. Offered on demand. **Bellino. 3**

**311-312—STYLISTIC ANALYSIS.** Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. Offered on demand. **Borishansky. 3**

**METHODS IN MUSIC EDUCATION. (See EDUCATION 322).** Offered in 1986-87 and alternate years.

**341—COMPOSITION I.** Basic compositional techniques including composition in 20th Century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215. **Borishansky. 3**

**342—COMPOSITION II.** Composition using serialism and exploration of improvisatory-aleatoric techniques; composing in the student's individual style. Prerequisite: 341. **Borishansky. 3**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3 or 4**

**399—ADVANCED TOPICS IN MUSIC.** A general category used only in the evaluation of transfer credit.

**441—COMPOSITION III.** Practice in conceptualization; study of extended and innovative uses of instruments and voice; composing in the student's individual style. Prerequisite: 342. **Borishansky. 3**

**442—COMPOSITION IV.** Composition for the multi-media; the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441. **Borishansky. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Philosophy

## Faculty

## Chairperson

Anthony J. Lisska

## Professor

David A. Goldblatt (1968- )
B.A., Brooklyn College; Ph.D., U. of Pennsylvania
Anthony J. Lisska (1969- )
B.A., Providence College; M.A., Saint Stephen's College; Ph.D., Ohio State U.
Ronald E. Santoni (1964- )
Maria Teresa Barney Chair of Philosophy
B.A., Bishop's U. (Canada); M.A., Brown U.; Ph.D., Boston U.

### Associate Professor

Philip A. Glotzbach (1977- )
B.A., U. of Notre Dame; M.A., M. Phil., Ph.D., Yale U.

### Assistant Professor

Steven M. Vogel (1984- )
B.A., Yale University; Ph.D. Boston University

### Departmental Guidelines

To do philosophy is to respond creatively and critically to questions and assumptions central to human existence. The Philosophy Department strives to engage the student in problems which lie at the foundations of human knowledge claims, actions, and value judgments. The student is challenged to move beyond naive and uncritical patterns of thought, to recognize problem and impasse, and then to work toward sophisticated and constructive confrontation with them. Members of the Department cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. The student is encouraged both to join with the faculty in this inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy in order to meet the critical studies requirement enroll in Philosophy 101 **during their freshman year.** Upperclass students may elect the special section of Philosophy 101 which will be set aside for them. In general, however, **upperclass students will not be permitted to enroll in those sections of Philosophy 101 reserved for freshmen.**

### Majoring in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. (Philosophy 101 or F.S. 104 (Philosophy) may be counted as one of the nine required courses.) The nine courses must include Philosophy 105 (Logic), at least two courses chosen from the History of Philosophy sequence (Philosophy 331-334) — one of which must be either Philosophy 331 or Philosophy 332, and finally, two semesters of the Departmental Junior/Senior Seminar (431-432). In addition, Philosophy majors are expected to attend events in the Philosophy Colloquium Series throughout the year, and to avail themselves of the resources of the Philosophy Department Library (Knapp 410). Senior majors are required to complete successfully the comprehensive examination.

The Philosophy Department encourages double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German before graduating from Denison.

## A Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating his or her knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising. Each philosophy minor is required to choose a department member as his or her philosophy adviser. The philosophy adviser will not replace the student's primary academic adviser. However, the philosophy adviser will have responsibility for guiding the student in designing the minor program in philosophy. The adviser will work with the student to construct a program within the following general guidelines: 1) The student must take a minimum of five courses in philosophy. (Philosophy 101 or F.S. 104 (Philosophy) may count as one of those courses.) 2) The student must take at least one Junior-Senior Seminar. It is our general expectation that this seminar will be taken in the senior year.

## The Philosophy Colloquium

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who meet with the students and staff. Recent visitors to Denison have included Anthony Kenny (Ballick College, Oxford), Henry Veatch (Georgetown Univ.), Majorir Greue (Cornell Univ.), Thomas Kuhn (Princeton Univ.), Brian Davies (Blackfriars, Oxford), and Elizabeth Auscombe (Cambridge).

Philosophy majors and minors are expected to participate in the colloquium.

## Course Offerings

**101—BASIC ISSUES IN PHILOSOPHY.** An understanding of the nature and function of Philosophy, and of its relations to other fundamental human interests, is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. *This course satisfies the General Education requirement in Critical Studies.* Offered both semesters.
**All staff members. 4**

**104—FRESHMAN STUDIES: CRITICAL INQUIRY AND HUMAN EXISTENCE.** (See course description in this catalog account of the Freshman Studies program.) Two sections taught by the philosophy staff each semester. Open to freshman only. **All staff members. 4**

**105—LOGIC.** A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. Offered both semesters. **Vogel, Glotzbach. 4**

**121—ETHICAL THEORY.** This seminar will explore the possibility of the justification of human action and the making of ethical judgments. There are some who claim in effect that there are no justified moral claims. We will study their arguments. There are others who try to show the way out of that sort of scepticism and we will use what they have to say to come up with some answers of our own. We will deal with problems of ethical relativity, with morality, and with international affairs. The course will also try to confront the problem of the articulation of our personal philosophies of life, their justification, and their relationship to morality. Marxist and Existentialist ethics will be ehphasized during a portion of the course. There will also be a special section on the relationship between morality and art. Offered each spring semester. No prerequisites. **Goldblatt. 4**

**126—SOCIAL AND POLITICAL PHILOSOPHY.** Social and political philosophy is a course concerned with the **justification** of social and political institutions and ideas. We will use as a running theme throughout the semester the division of the United States into classes of power, primarily economic, but also sexual, racial, and what may be called creative. While we will not neglect other important classical sources, the course strategy will be to tackle relevant philosophical problems through the literature of Fascism and Socialism, with emphasis on the latter. Offered each fall semester. No prerequisites.
**Vogel. 4**

**199—INTRODUCTORY TOPICS IN PHILOSOPHY.** A general category used only in the evaluation of transfer credit.

**212—CURRENT TOPICS IN PHILOSOPHY (FRESHMAN/SOPHOMORE SEMINAR).** An inquiry into philosophical issues and problems at the center of present attention. The topics vary from year to year in accordance with current interests of students and staff. Recent topics have included Philosophy of Violence, Mysticism and Religious Experience, Existentialism and Marxism, Philosophy of Language, Artificial Intelligence, and Philosophy and the Nuclear Arms Race. Open to freshmen and sophomores only. Prerequisite: Philosophy 101, FS 104, or consent. Offered most semesters; consult current departmental course guide for topic and instructor. Topic for first semester 1985-86: Philosophy and the Nuclear Arms Race. **1st semester, 1985-86: Santoni; 2nd semester, 1985-86: Goldblatt. 4**

**250—PHILOSOPHY OF LAW.** Does law have an intrinsic connection with natural and moral order, or is it whatever legislature and judge say it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101, FS 104, or consent. Offered each spring semester. **Lisska. 4**

**275—PHILOSOPHY OF FEMINISM.** This course will identify and define the problem of women's oppression and examine the different theoretical approaches that have been made to it. We will look at conservative political theory, liberal feminism, radical feminism, and separatism, as well as socialist-feminism and classical Marxism. We will also consider practical alternatives to the current situation, such as lifestyle changes. The course encourages students to reflect on oppression related to gender in a philosophical way, i.e., critically and systematically. Emphasis will also be placed on the interrelatedness of gender, race, and class oppression. Finally, we will criticize traditional academic disciplines for gender bias and ask how feminist scholarship might provide a different orientation. Prerequisite: Philosophy 101, FS 104, or consent. Offered in second semester 1985-86. **Staff. 4**

**298—EXISTENTIALISM.** This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism — philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar not simply as a basis for becoming closely acquainted with Existentialism, but also to come to grips with and clarify some of the fundamental value concerns and issues of his or her existence. Prerequisite: Philosophy 101, FS 104, or consent. Offered yearly.
**Santoni. 4**

**299—INTERMEDIATE TOPICS IN PHILOSOPHY.** A general category used only in the evaluation of transfer credit.

**305—METAPHYSICS: PERSPECTIVES ON REALITY.** An analysis of the problems unique to metaphysics from both an historical and a contemporary perspective. An in-depth inquiry into issues such as the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic *a priori*, the realism-idealism issue, the internal-external relation distinction, and the problem of individuation. Prerequisites: Junior standing and Philosophy 101, FS 104, or consent. Offered periodically. **Staff. 4**

**306—THEORIES OF KNOWLEDGE.** An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Sophomore standing and Philosophy 101, FS 104, or consent. Offered periodically. **Staff. 4**

**312—ADVANCED SYMBOLIC LOGIC.** A topic-centered continuation of study in the symbolic languages introduced in Philosophy 105. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematics and logic. Not offered 1985-86. (Directed study in these subjects may be arranged in years when Phil. 312 is not offered.) **Staff. 4**

**320—PHILOSOPHY OF EDUCATION.** An inquiry into the nature, aims, and presuppositions of education; a confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues; and, a critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Sophomore standing or consent. Same as Education 320. Normally offered fall semester, but not in 1985-86. **Santoni. 4**

**331—GREEK AND MEDIEVAL PHILOSOPHY.** What is Real? An examination of some fundamental problems of determining what there is (exists) and how we come to know (what there is), in the context of the origin and development of Greek thinking from Homer and the Dramatists, the pre-Socratics and Sophists, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, St. Thomas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Prerequisite: Philosophy 101, FS 104, or consent. Offered in first semester 1985-86 and in alternate years. **Lisska. 4**

**332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL.** The course examines two fundamental philosophical traditions of the 17th and 18th Centuries: Rationalism and Empiricism, as well as attempts by Kant and Hegel to combine the insights of both. It traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits to knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment," and continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: Philosophy 101, FS 104, or consent. Offered in second semester 1985-86 and in alternate years. **Glotzbach. 4**

**333—CONTEMPORARY ANALYTIC PHILOSOPHY: 1900 TO PRESENT.** An examination of the contemporary British-American tradition of philosophical analysis, a major intellectual movement which has influenced nearly every area of contemporary thought. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G. E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Philosophy 101, FS 104, or consent. Offered first semester 1986-87 and in alternate years. **Goldblatt. 4**

**334—CONTEMPORARY CONTINENTAL PHILOSOPHY.** This course traces the development of Continental Philosophy from 1900 to the present—primarily within the phenomenological movement, as begun by Husserl and continued in the writings of Heidegger, Sartre, Merleau-Ponty, Schultz, and others. In addition, however, Structuralism and the social analysis practiced by the Frankfurt School will be considered. The goal is to understand both the roots and the intellectual influence of these movements. Prerequisite: Philosophy 101, FS 104, or consent. Offered second semester 1986-87 and in alternate years. **Vogel. 4**

**343—CHINESE PHILOSOPHY.** Not currently offered.

**344—CLASSICAL CHINESE LANGUAGE AND THOUGHT.** Not currently offered.

**361-362—DIRECTED STUDY.** **Staff. 3 or 4**

**363-364—INDEPENDENT STUDY.** **Staff. 4**

**369—PHILOSOPHY OF THE ARTS: AESTHETICS.** A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art-world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. Prerequisite: sophomore standing or consent. Offered first semester 1985-86 and in alternate years. **Goldblatt. 4**

**399-ADVANCED TOPICS IN PHILOSOPHY.** A general category used only in the evaluation of transfer credit.

**401—PHILOSOPHY OF RELIGION.** Because this course is in Philosophy of Religion, the learning of historical or classificatory detail about philosophers or philosophies of religion will be of secondary importance. Primarily, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief, as treated in both classical and contemporary philosophy. Within this context, the course will focus upon both the traditional problems related to argumentation about God's existence (including the problem of evil) and the contemporary problems of religious language and religious knowledge. The student will be encouraged to relate these issues to his/her existence. Prerequisite: Philosophy 101, FS 104, or consent. Normally offered in alternate years. **Santoni. 4**

**403—PHILOSOPHY AND HISTORY OF SCIENCE.** The scientist is a philosopher, making choices and constructing explanations which involve ethics, the problem of knowledge (epistemology), and assumptions about reality (metaphysics). In other words, this course takes the view that issues in the philosophy of science arise within the actual practice of science, and for this reason, emphasizes both the historical record of successes and failures in science, and methodological issues in contemporary science. A laboratory component enables students to reproduce significant historical experiments and to explore some conceptual and perceptual problems faced by the working scientist. Prerequisite: Junior standing and two laboratory science courses. Offered each spring semester. **Glotzbach. 4**

**431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR).** An intensive study in some specific field of philosophic thought. The subject varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent Junior/Senior Seminar topics have included Hume, Greek Philosophy, Marx, Kant and His Descendants. The course may be repeated with credit. Prerequisite: Junior/Senior Philosophy Major, or consent. Topic for first semester, 1985-86: Artificial Intelligence. Topics for later semesters to be determined; please consult current departmental course guide. **1st semester, 1985-86: Glotzbach. 4; 2nd semester, 1985-86: Vogel. 4**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

Additional information about Philosophy courses — and in particular, a current descriptive course guides — may be obtained from the Philosophy Department.

# Physical Education

## Faculty

## Chairperson

Lynn Schweizer

## Associate Professor

Theodore H. Barclay (1962- ) (Men's Athletic Director)
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
Keith W. Piper (1951- )
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.

**Assistant Professor**

Catherine Benton (1984- )
B.S., Miami U.; M.A., Ohio State U.
James Bickel (1984- )
B.A., Denison U.; M.A., Ohio State U.
Richard H. Burrows (1984- )
A.B., Brown U.; M.S., Indiana U.
Michael J. Ehrenfried (1979- )
B.S., M.S., Bowling Green State U.
Dale S. Googins (1962- )
B.S., M.Ed., Bowling Green State U.
Cynthia Krzystofiak (1985- )
B.A., Illinois Benedictine College; M.S., Chicago State U.
Cheryl Ann Marra (1979- ) (Women's Athletic Director)
B.S., Slippery Rock State U.; M.A., Ohio State U.
Lynn Schweizer (1973- )
B.S., Ohio U.; M.S., Ohio State U.
Robert L. Shannon (1954- )
B.A., Denison U.; M.A., Ohio State U.
Ferris Thomsen (1965- )
B.S., U. of Pennsylvania

**Instructor**

Janine Hathorn
B.S., State University College at Cortland

**Coaches**

Catherine Benton, Women's and Men's Tennis
B.S., Miami U.; M.A., Ohio State U.
Cynthia Krzystofiak, Women's Basketball
B.A., Illinois Benedictine College; M.S., Chicago State U.

**Part-Time Coaches**

Janine Hathorn, Women's Lacrosse
B.S., State University College at Cortland
Phil Torrens, Men's and Women's Cross Country
Thomas Venditelli, Baseball

**Departmental Guidelines**

There is no physical education activities requirement at Denison. Registration for course credit is entirely voluntary. Courses are granted either one-half or one credit. All Varsity Sports for men and women are given one credit for the sport season. A ceiling of six credit hours in Physical Education may be applied toward the 127 credit requirement for graduation. Physical Education courses follow the grading system described on page 23 of the catalog.

## Physical Education Activity Program

**100—INTRODUCTORY TOPICS IN PHYSICAL EDUCATION.** A general category used only in the evaluation of transfer credit.

**101—AMERICAN RED CROSS—SR. LIFESAVING (Co-Educational).**
1. Offered First Semester only.
2. **1 hour credit.**
3. Certification with A.R.C. Qualifies for Water Safety Employment with pools, beaches, and summer camps.

**102—AMERICAN RED CROSS—WATER SAFETY INSTRUCTOR (Co-Educational).**
1. Offered Second Semester only.
2. **2 hours credit.**
3. Successful completion leads to National Certification as W.S.I.
4. Prerequisite: Red Cross Senior Lifesaving or Equivalent.

**103—BASIC SKIN AND SCUBA DIVING (Co-Educational).**
1. First and Second Semesters.
2. **2 hours credit.**
3. All equipment furnished.
4. Prerequisites: Good physical condition, free of chronic sinus or ear conditions. Above average swimming skills.
5. Successful completion will lead to certification as Sport Diver familiar with the principles of Diving Safety, Diving Physics, and Physiology. Instruction in the operation and use of self-contained, compressed air, underwater breathing apparatus.

**105—DIVING (Co-Educational).**
1. First Semester.
2. **½ hour credit.**
3. Fundamental skills on 1- and 3-meter boards.
4. Opportunity and Training for Competition.

**106—SWIMMING STROKES (Co-Educational) All levels.**
1. First and Second Semesters.
2. **½ hour credit.**

**110—ARCHERY—TARGET AND FIELD (Co-Educational).**
1. Offered Fall, Spring.
2. **½ hour credit.**
3. Fundamental and advanced skills.
4. Novelty shoots and competitive tournaments.

**112—GYMNASTICS AND TUMBLING.**
1. Offered Winter I and Winter II.
2. **½ hour credit.**
3. Beginning and Intermediate skills.
4. Trampoline and all apparatus work.
5. Floor exercises and basic tumbling.

**114—STUNTS AND TUMBLING.**

**115—TABLE TENNIS.**
1. Offered Winter II.
2. **½ hour credit.**
3. Beginning and intermediate skills.

**120—BEGINNING GOLF (Co-Educational).**
1. Offered Fall and Spring.
2. **½ hour credit.**
3. Clubs furnished.

**121—INTERMEDIATE GOLF (Co-Educational).**
1. Offered Fall and Spring.
2. **½ hour credit.**
3. Match and Medal play.
4. Play at Granville Golf Course.
5. Fee: Greens fees.

**122—BEGINNING TENNIS (Co-Educational).**
1. Offered Fall and Spring.
2. **½ hour credit.**
3. Fundamental skills.
4. Singles and doubles play.
5. Rules, scoring, etiquette, strategy, and terminology.

**123—INTERMEDIATE TENNIS (Co-Educational).**
1. Offered Fall and Spring.
2. **½ credit hour.**
3. Review of skills.
4. Singles strategy.
5. Doubles strategy.
6. Tournaments.

**124—ADVANCED TENNIS (Co-Educational).**

**125-126-127—BOWLING (Co-Educational) (Beg., Int., & Adv.)**
1. Offered Winter I; Winter II.
2. **½ hour credit.**
3. Fundamental skills and etiquette.
4. Equipment selection and care.
5. Required 115 average for beginners, 135 for intermediate, 150 for advanced.

**128—BILLIARDS (Co-Educational).**

**130-131—RACQUETBALL (Co-Educational) Beginning & Intermediate.**
1. Offered Fall, Winter I, Winter II, Spring.
2. **½ hour credit.**
3. All equipment furnished.

**133—BADMINTON (Co-Educational).**
1. Offered Winter I, Winter II.
2. **½ hour credit.**

**140—BACKPACKING AND HIKING (Co-Educational).**
1. Offered Fall and Spring.
2. **1 hour credit.**
3. Equipment and gear.
4. Map reading.
5. Food preparation.
6. Safety skills and techniques.
7. Weekend hike.
8. Fee will depend upon activities of course.

**141—CANOEING AND KAYAKING (Co-Educational).**
1. Offered Fall and Spring.
2. **½ hour credit.**
3. Rules of safety and conduct.
4. Care of canoe.
5. Stroke technique in lakes and rivers.
6. Launching, landing, and disembarking.
7. 5-10 mile trip on river.

**142—ROCK CLIMBING (Co-Educational).**
1. Offered Spring only.
2. **½ hour credit.**
3. Beginning fundamental skills in climbing.
4. Fee: $10.

**143—OUTING AND CAMPCRAFT (Co-Educational).**
For Camp Counselors
1. Offered First Semester.
2. **1 hour credit.**
3. Dealing with children.
4. Tent camping.
5. Outdoor cooking and fire building.
6. Lashing and knot tying.
7. Crafts activities.
8. Overnight outing.
9. Fee: $5 to $10—will depend on activities of course (transportation, lodging, and meals).

**144—HORSEBACK RIDING: BEGINNING HUNT SEAT**

**145—HORSEBACK RIDING: INTERMEDIATE HUNT SEAT**

**146—HORSEBACK RIDING: ADVANCED I DRESSAGE**

**147—HORSEBACK RIDING: ADVANCED II CROSS COUNTRY**

**148—HORSEBACK RIDING: ADVANCED III STADIUM JUMPING**

**151—BEGINNING SOCCER (Co-Educational).**
1. Offered Spring only.
2. **½ hour credit.**
3. Beginning fundamental skills in men's and women's Soccer.

**152—BEGINNING POWER VOLLEYBALL (Co-Educational).**
1. Offered Winter I.
2. **½ hour credit.**
3. Beginning fundamental skills in Power Volleyball.

**153—SLOW PITCH SOFTBALL (Co-Educational).**
1. Offered Spring only.
2. **½ hour credit.**
3. Beginning and intermediate skills in slow pitch softball.

**154—BEGINNING BASKETBALL.**

**155—HIKING AND OUTDOOR EDUCATION.**

**156—ICE HOCKEY (men).**
1. **1 hr. credit.**

**157—PAR COURSE FITNESS.**
1. Offered Fall and Spring.
2. **½ hour credit.**

**160—BODY SHAPING AND WEIGHT CONTROL.**
1. Offered Winter I, Winter II.
2. **½ hour credit.**
3. Fundamentals of diet and exercise to control weight.
4. Programs designed for individual needs.

**161—WEIGHT TRAINING.**
1. Offered First and Second Semesters.
2. **½ hour credit.**
3. Fundamentals of weight training.
4. Program designed to individual needs.
5. Introduction to various types of lifting programs.

**162—SELF-DEFENSE (designed for women, men may enroll).**
1. Offered Winter I and II.
2. **½ hour credit.**
3. Personal and property defense techniques with body exercises.

**171—RUN FOR YOUR LIFE (Co-Educational).**
1. Offered Second Semester.
2. **1 hour credit.**
3. Cardio-Vascular instruction and development.
4. Program running.
6. Class time is flexible.

**172—CARDIO-PULMONARY RESUSCITATION.**
1. Offered every seven weeks.
2. **½ hour credit.**

**173—ARTS AND CRAFTS—Camp Counseling Skills.**
1. **1/2 hr. credit.**
2. Offered Winter II.

**174—RECREATIONAL DANCE/FOLK AND SQUARE.**
1. **1/2 hr. credit.**
2. Offered Winter II.

## Men's Intercollegiate Sports

**180—BASKETBALL.**

**181—BASKETBALL.**

**182—CROSS COUNTRY.**

**183—FOOTBALL.**

**184—GOLF.**

**185—LACROSSE.**

**186—SOCCER.**

**187—SWIMMING.**

**188—TENNIS.**

**189—TRACK.**

## Women's Intercollegiate Sports

**190—BASKETBALL.**

**192—FIELD HOCKEY.**

**193—LACROSSE.**

**194—SWIMMING.**

**195—TENNIS.**

**196—TRACK.**

**197—VOLLEYBALL.**

**198—SOCCER.**

**199—CROSS COUNTRY.**

## Major in Health and Physical Education

State Certification in Physical Education involves the following course plan.

**218—BASEBALL AND TRACK (Men and Women).** Includes instruction, supervised practice, and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Offered in alternate years. **Bickel, Shannon. 2**

**219—THEORY AND PRACTICE OF BASKETBALL COACHING (Men and Women).** Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Ehrenfried. 2**

**220—THEORY AND PRACTICE OF FOOTBALL COACHING.** Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Piper. 2**

**221—POWER VOLLEYBALL AND SOCCER.** Includes instruction and supervised practice in techniques of teaching in the fundamentals and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Marra, Staff. 2**

**222—FIELD HOCKEY.** Special section for majors only. Offered every other year. **Hathorn. 2**

**270—AQUATIC EDUCATION (Men and Women).** Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation — instructional program, competitive swimming (men and women) swimming for the handicapped, skin and scuba diving, small craft diving, synchronized swimming, water polo, and survival swimming. Offered in alternate years. **Schweizer, Barclay. 2**

**271—ARCHERY AND RACQUETBALL (Men and Women).** Includes the methods and techniques of teaching these sports, with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments. **Thomsen. 2**

**272—RACQUET SPORTS.** Includes the methods and techniques of teaching badminton and tennis, with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments. **Benton. 2**

**273—GYMNASTICS AND TUMBLING.** Includes the methods and techniques of teaching beginning and intermediate skills, conditioning activities, purchase and care of equipment, and safety procedures. Offered in 1984-85. **Schweizer. 2**

**274—BOWLING AND GOLF (Men and Women).** Includes the methods and techniques of teaching these sports, with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments. **Ehrenfried. 2**

**299—INTERMEDIATE TOPICS IN PHYSICAL EDUCATION.** A general category used only in the evaluation of transfer credit.

**339—KINESIOLOGY AND PHYSIOLOGY OF EXERCISE.** A study of the structural and functional aspects of human movement, including laboratory work in movement analysis and physiological stress. **Staff. 3**

**340—ATHLETIC TRAINING AND FIRST AID.** **Googins. 4**

**341—SPORTS MEDICINE THEORY.** **Googins. 4**

**350—PRACTICUM IN PHYSICAL EDUCATION AND COACHING.** Through practical experience and under the direction of a faculty member, the physical education major will deal directly with sports activity as an apprentice teacher-coach. The major student will deal with planning, organization, and control of students in a variety of sports activities or in an in-depth situation. Time involved will be two seven-week courses or 14 weeks in a Varsity sport. **Staff. 3**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**399—ADVANCED TOPICS IN PHYSICAL EDUCATION.** A general category used only in the evaluation of transfer credit.

**429—HISTORY, PHILOSOPHY, & PRINCIPLES OF PHYSICAL EDUCATION.** **Staff. 3**

**430—ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.** This course is designed to study the organization and administration of the school programs devised for each area and to consider future directions which are probable, desirable, and achievable, in Physical Education and Athletics. **Bickel. 3**

## Additional Courses for Health Certification

**325—HEALTH METHODS AND MATERIALS.** This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Health Education and Personal Hygiene in Secondary Schools. **Staff. 3**

**326—SCHOOL HEALTH SERVICES.** Course covers all materials, techniques, and administrative organization of modern times. School Health Services, diagnostic and remedial programs for school environment policies of Health Services, including local, state, and national programs. **Staff. 3**

**440—PERSONAL AND COMMUNITY HEALTH.** A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. **Staff. 3**

## Electives for Majors

**224—CAMPING AND OUTDOOR RECREATION.** The summer camp as an educational and recreational agency. Designed to prepare students for counselorship. **Thomsen. 2**

**235-236—SPORTS OFFICIATING.** Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials' examination. Two hours each of theory and laboratory are given. Prerequisite: Sophomore standing. **Piper, Thomsen, Barclay. 2**

**310—ADAPTIVE PHYSICAL EDUCATION.** Through readings, discussion, observation, and participation, the student will gain insight into the various handicapping conditions and learn principles of adapting physical education activities to a variety of populations. **Thomsen. 3**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**401—PHYSICAL TESTS AND MEASUREMENTS.** **Staff. 3**

**439—SCHOOL AND COMMUNITY RECREATION.** A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life. **Thomsen. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

## Health Certification For Teaching:

Bio. 201 — Human Anatomy and Physiology (4 cr.) — 1st semester
P.E. 325 — Health Methods and Materials (3 cr.) — 1st semester
P.E. 326 — School Health Service (3 cr.) — 2nd semester
P.E. 440 — Personal and Community Health (3 cr.) — 2nd semester
P.E. 340 — Athletic Training and First Aid (4 cr.) — 2nd semester
P.E. 341 — Sports Medicine Theory (4 cr.) — 1st semester
P.E. 339 — Kinesiology and Physiology of Exercise (3 cr.) — 2nd semester
S/A. 313 — The Family (elective) (3 cr.)
Bio. 215 — General Microbiology (elective) (4 cr.)

## Minor in Physical Education

The department offers seven minors in Physical Education: Aquatics, Coaching, Recreation, Adapted Physical Education, Communication and Sport, Health, and Athletic Training.

**Aquatics**
**Requirements:** 16½ credits
PE 101 Lifesaving (1 cr.)
PE 102 Water Safety Instructor (2 cr.)
PE 172 CPR (½ cr.)
PE 270 Tech/Theory Aquatics (2 cr.)
PE 340 Athletic Training (4 cr.)
PE 362 Directed Study (4 cr.)
PE 430 Organization and Administration (3 cr.)
**Electives:** 3½ credits from:
PE 103 Scuba (2 cr.)
PE 105 Springboard Diving (1 cr.)
PE 106 Swimming — Beg. and Int. (½ cr.)
PE 141 Canoe/Kayak (½ cr.)
PE 310 Adapted Physical Education (3 cr.)

**Coaching**
**Requirements:** 16½ credits
PE 172 CPR (½ cr.)
PE 2XX Technique/Theory (Individual) (2 cr.)
PE 2XX Technique/Theory (Team) (2 cr.)
PE 235-6 Sports Officiating (2 cr.)
PE 340 Athletic Training (4 cr.)
PE 350 Practicum in Coaching (3 cr.)
PE 430 Organization and Administration (3 cr.)
**Electives:** 3½ credits from:
PE 1XX Activity Classes (½ cr.)
Bio 201 Anatomy/Physiology (4 cr.)
PE 341 Sports Medicine (3 cr.)

**Recreation**
**Requirements:** 13½ credits
PE 172 CPR (½ cr.)
PE 310 Adapted Physical Education (3 cr.)
PE 340 Athletic Training (4 cr.)
PE 350 Practicum (3 cr.)
PE 439 School and Community Recreation (3 cr.)
**Electives:** 6½ credits from:
PE 102 Water Safety Instructor (2 cr.)
PE 103 Scuba (2 cr.)
PE 124 Camping and Outdoor Education (2 cr.)
PE 140 Backpacking/Hiking (½ cr.)
PE 141 Canoe/Kayak (½ cr.)
PE 142 Rock Climbing (½ cr.)
PE 143 Outing/Camping (½ cr.)

**Adapted Physical Education**
**Requirements:** 14½ credits
Bio 201 Anatomy and Physiology (4 cr.)
PE 172 CPR(½ cr.)
PE 310 Adapted Physical Education (3 cr.)
PE 340 Athletic Training (4 cr.)
PE 350 Practicum (3 cr.)
**Electives:** 5½ credits from:
Ed 217 Child/Adolescent Development (3 cr.)
PE 326 School Health Services (3 cr.)
PE 339 Kinesiology & Physiology (3 cr.)
PE 341 Sports Medicine (3 cr.)
PE 440 Personal and Community Health (3 cr.)

**Communication and Sport**
**Requirements:** 15 credits
Phil 101e Values/Communication (4 cr.)
Speech 226 Social Impact/Media (4 cr.)
PE 430 Organization and Administration (3)
PE 340 Athletic Training (4 cr.)
**Electives:** 5 credits from:
Eng 238 Journalism (3 cr.)
PE 235-6 Sports Officiating (4 cr.)
PE 429 History and Principles (3 cr.)
PE 439 School and Community Recreation (3 cr.)

**Health**
**Requirements:** 9½ credits
PE 172 CPR(½ cr.)
PE 325 Health Methods (3 cr.)
PE 326 School Health Services (3 cr.)
PE 440 Personal and Community Health (3 cr.)
**Electives:** 10½ credits from:
Bio 201 Anatomy and Physiology (4 cr.)
PE 339 Kinesiology & Physiology
PE 340 Athletic Training (4 cr.)
PE 341 Sports Medicine (3 cr.)
PE 350 Practicum (3 cr.)
PE 362 Directed Study (4 cr.)
Psych 402s Human Sexuality (2 cr.)
Soc 513 Family (3 cr.)

**Athletic Training**
**Requirements:** 17 credits
PE 339 Kinesiology and Physiology (3 cr.)
PE 340 Athletic Training (4 cr.)
PE 341 Sports Medicine (3 cr.)
prerequisites:
1.) must have valid certificate in standard and advanced first aid;
2.) must have valid certificate in cardio-pulmonary resuscitation
Bio 201 Anatomy and Physiology (4 cr.)
**Electives:** 3 credits from:
PE 172 CPR
PE 2XX Technique/Theory (Individual) (2 cr.)
PE 2XX Technique/Theory (Team) (2 cr.)
PE 430 Organization and Administration (3 cr.)
PE 440 Personal and Community Health (3 cr.)

# Physics

## Faculty

### Chairperson

F. Trevor Gamble

### Professor

F. Trevor Gamble (1963- )
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
Roderick M. Grant (1965- )
Henry Chisholm Chair of Physics B.S., Denison U.; M.S., Ph.D., U. of Wisconsin
Jeffrey S. Jalbert (1967- )
B.S., Fairfield U.; Ph.D., Virginia Polytechnic Institute
Lee E. Larson (1966- )
B.S., Bates College; M.A., Dartmouth College; Ph.D. U. of New Hampshire
Michael E. Mickelson (1969- )
B.S., Ph.D., Ohio State U.
Ronald R. Winters (1966- )
A.B., King College; Ph.D., Virginia Polytechnic Institute

### Assistant Professor

Sandra Yorka (1978- )
B.S., Mary Manse College; M.S., John Carroll U. (Physics); M.S., Ph.D., Ohio State U. (Astronomy)

### Visiting Professor

J. Richard Booth (1985- )
B.S., Va. Polytechnic Institute; M.S., Ph.D., Clemson U.

## Departmental Guidelines

The study of Physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

## Major in Physics

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics qualifying for the B.A. degree include, in addition to the introductory course (121-122), completion of 123, 211, 305, 306, 312p or 312g, 320, and the comprehensive examination. All majors are required to complete four courses in the Department of Mathematical Sciences at the introductory calculus level and above (exclusive of computer science courses). Students wishing to qualify for the B.S. degree must take two additional physics courses from among 220, 230, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

## Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121, 122, 123, 211, 305, 306, 312g, Mathematical Sciences 123, 124, 351,and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Physics and Geology chairpersons.

## Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include:

Physics 121, 122, 123, and Mathematics 123 and 124. In addition, three courses at the advanced level in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. Mathematics above the introductory calculus level and computer programming skills are also recommended to round out the minor. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an inter-disciplinary research effort that bridges the major and minor areas.

## Engineering

Denison offers the opportunity to study engineering via "binary" or "three-two" programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with Professor Larson. Additional details can be found in this catalog under "Engineering Programs" on page 78.

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears earlier in this Catalog.

## Course Offerings

**100—CURRENT TOPICS IN PHYSICS.** Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focussed on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This course satisfies one course of the science requirement.) **Staff. 4**

**110—MEDICAL PHYSICS.** Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered in Spring, 1985-86 and in alternate years. Prerequisite: 121 or 122 concurrently. **Staff. 2-3**

**121-122—GENERAL PHYSICS.** This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th century. Four lectures and one two-hour laboratory each week. Mathematical Sciences 123-124 must be taken concurrently unless the chairperson gives consent to enroll without it. **Staff. 4**

**123—INTRODUCTORY MODERN PHYSICS.** A survey of topics from present day physics, such as the special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4.**

**199—INTRODUCTORY TOPICS IN PHYSICS.** A general category used only in the evaluation of transfer credit.

**211—SOLID STATE ELECTRONICS.** A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 122 or consent. **Staff. 4**

**220—GEOMETRICAL AND PHYSICAL OPTICS.** A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. **Staff. 4**

**230—THERMODYNAMICS.** Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. **Staff. 3-4**

**299—INTERMEDIATE TOPICS IN PHYSICS.** A general category used only in the evaluation of transfer credit.

**305—CLASSICAL MECHANICS.** A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Spring semester. Prerequisite: 122. **Staff. 4**

**306—ELECTRICITY AND MAGNETISM.** A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Fall semester. Prerequisite: 122. **Staff. 4**

**312p—EXPERIMENTAL PHYSICS.** A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisite: 122. May be repeated once for credit. **Staff. 4**

**312g—GEOPHYSICS LABORATORY.** A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. **Staff. 4**

**320—MODERN PHYSICS.** An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Spring semester. Prerequisite: 305. **Staff. 4**

**330—INTRODUCTORY QUANTUM MECHANICS.** A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 3**

**340—ADVANCED TOPICS.** Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

**345—SPECIAL TOPICS IN PHYSICS.** Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122/consent. **Staff. 4**

**361-362—DIRECTED STUDY.** Prerequisite: Consent of chairperson. **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN PHYSICS.** A general category used only in the evaluation of transfer credit.

**400—SEMINAR.** May be taken for a total of two credits during the junior and/or senior years. **Staff. 1**

**405—ADVANCED DYNAMICS.** A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**

**406—ELECTROMAGNETIC THEORY.** A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**

**451-452—SENIOR RESEARCH.** Prerequisite: 312 or consent of chairperson. **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** Prerequisite: 312 or consent of chairperson. **Staff. 4**

# Political Science

## Faculty

### Chairperson

Jules Steinberg

### Professor

Emmett H. Buell, Jr. (1969- )
B.A., M.A., Louisiana State U.; Ph.D., Vanderbilt U.
William J. Bishop (1967- )
B.A., M.A., Ph.D., Northwestern U.

### Associate Professor

David S. Sorenson (1975- )
B.A., M.A., California State U. at Long Beach; Ph.D., Graduate School of International Studies, U. of Denver
Jules Steinberg (1972- )
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

### Assistant Professor

James Pletcher (1983- )
B.A., U. of Michigan; M.A., Ph.D., U. of Wisconsin
Freda F. Solomon (1980- )
A.B., Clark U.; M.A., American U.; M.A., Ph.D., Northwestern U.

## Departmental Guidelines

### Major in Political Science

A student majoring in Political Science is required to take nine courses which is equal to thirty-six credit hours, distributed in the following manner: three "200" level courses and six "300/400" level courses. No more than three of these "300/400" level courses can be taken in any one of the following areas: American Politics, Comparative Politics/International Relations, Political Theory/Methods. (A comprehensive listing of the course offerings in each of these areas may be obtained in the departmental office.) Neither Directed Study nor Independent Study count toward the fulfillment of the major requirements. Senior Research and Honors count for only one course, even though students must take two semester to receive credit. To be eligible for honors in Political Science, the recommendation of the department is necessary. Senior majors with a 3.60 or above college grade-point average must either write an honors thesis that will be defended in

an oral examination by the members of the honors committee the student has selected, or they may submit and defend a research paper before a select faculty panel. Senior majors having a grade-point average of 3.40 but below 3.60 must write an honors project in order to be eligible to receive the departmental recommendation for honors.

## International Relations Concentration

The International Relations Concentration exists within the Political Science Major. In addition to completing the requirements for the Political Science major, students must take an additional six (6) courses in areas relating to international relations. Departments offering such courses include Economics, Modern Languages, and History, with additional coursework possible in other Departments. For Introductory Language courses at the "100/200" level, a full year sequence (111-112 or 211-212) counts as a single course. The Political Science Department is responsible for the approval of all courses taken by concentrators in terms of their applicability towards the Concentration, and thus students interested in the Concentration should plan a course of study with the appropriate adviser in the Political Science Department.

Students doing course work abroad may transfer up to two Political Science courses and two concentration-related courses for a semester program, and three Political Science courses and three concentration-related courses for a year-long abroad program. All course selections should be approved by the Political Science Department before the student leaves to go abroad.

## Minor in Political Science

All students must take two "200" level courses and four "300-400" level courses, with no more than two of the "300-400" level courses in an one of the following substantive areas: American Politics, Comparative Politics/International Politics, Political Theory/Methods.

## Course Offerings

## Introductory Courses

**199—INTRODUCTORY TOPICS IN POLITICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

**202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS.** Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

**204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT.** An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Steinberg. 4**

**212—INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE.** This course is primarily designed as a freshman-sophomore level introduction to the assumptions, approaches, and analytic techniques of empirical political analysis. The course assumes no prior competence in statistics or computer use. It covers distinctions between normative and empirical political analysis, philosophy of science as

applied to social science, formulation and testing of hypotheses, elementary measures of association and tests for significance, and basic rules for data analysis. Students will be assigned problems on a frequent basis, most of which will be done using the computer. **Staff. 4**

**221—COMPARATIVE POLITICS.** An introduction to the comparative study of politics. The course will emphasize the development and use of concepts of political analysis. The first half of the course will look at the forces which condition the evolution of political systems and the variety of political ideologies and modes of participation which arise. The second half will discuss and compare politics in the major constitutional democracies. **Bishop. 4**

**222—COMPARATIVE POLITICS OF DEVELOPING NATIONS.** This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Staff. 4**

**242—INTRODUCTION TO INTERNATIONAL POLITICS.** This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher, Sorenson. 4**

**252—INTRODUCTION TO NORMATIVE POLITICAL THEORY.** This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation.
**Steinberg. 4**

**262—INTRODUCTION TO LEGAL AND JUDICIAL STUDIES.** An introduction to the political aspects of law, legal procedures, and law enforcement. Emphasis will be placed on the relationship between law and politics in American society although comparative law and theories of jurisprudence will also be discussed. Topics covered will include the formal organization of courts, the use of discretionary power by legal officials, and the social and political consequences of trial and appellate court decisions.
**Solomon. 4**

**299—INTERMEDIATE TOPICS IN POLITICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

## Upper Division Courses

**301—PUBLIC POLICY ANALYSIS.** This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required.
**Sorenson. 4**

**302—THE DEVELOPMENT OF POLITICAL THOUGHT—ANCIENT.** An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts, as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

**303—THE DEVELOPMENT OF POLITICAL THOUGHT—FROM MACHIAVELLI TO MILL.** The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

**304—THE DEVELOPMENT OF POLITICAL THOUGHT—MARX TO PRESENT.** The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

**308—POLITICS OF THE THIRD WORLD.** The goals of this course are to examine political and economic processes in the "Third World" — the underdeveloped countries of Africa, Asia and Latin America. The course will familiarize the student with contending points of view regarding the historical development of economics and politics in the Third World as well as a wide range of variables generally thought to affect political behavior in these countries. The course will prepare students to consider various possible futures of these countries and to reflect thoughtfully on the values involved in making choices about the future of the majority of humankind. **Pletcher. 4**

**319—THE POLITICS OF CONGRESS.** This course focuses on the formal and informal processes that affect Congressional policy-making from the perspective of Congress as a continually changing political system. Included will be a discussion of the institution's development and the relationships between Congress and the President and members of Congress and their constituents. Considerable attention will be given to such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/Senate comparisons will be made and proposals for reform will be evaluated. Prerequisite: 202 or consent.
**Buell. 4**

**320—THE MODERN PRESIDENCY.** This course will focus on the contemporary U.S. Presidency: the growth and development of the office, the power of the President, and limitations on that power imposed by Congress, the bureaucracy and the Court. Interaction between the President and the American people will be examined through study of the nomination and election process, as well as public opinion of and reaction to Presidential leadership. In addition, we will discuss the impact that individual Presidents — from FDR to Reagan — have had in shaping the character of the institution. (not offered 83-84) **Staff. 4**

**322—SOVIET POLITICS.** A study of political culture, structure, and dynamics in the USSR. The course will look at the constituencies at the base of Soviet politics, the elites who command those constituencies, and the changing coalitions among the elites. Special attention will be focused upon the Communist Party of the Soviet Union. Other institutions to be examined include the military and the state security forces. The politics of economic organization will be a major theme of the course. **Bishop. 4**

**324—POLITICS OF SUB-SAHARAN AFRICA.** This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Staff. 4**

**325—POLITICS IN CHINA.** The following topics will be addressed in this course: the development of Chinese political thought, the role of Marxism-Leninism, the development of the communist movement in China, the organization and operation of the party and state organs in China, problems of centralization and de-centralization of authority, Chinese political culture, inter-relationships of political and economic issues, the role of leadership, the role of the military in China the Chinese foreign and defense policy. **Sorenson. 4**

**331—AMERICAN POLITICAL PARTIES AND ELECTORAL BEHAVIOR.** This course focuses almost exclusively on party politics in the United States and voting in American presidential elections. (Congressional elections are discussed in Political Science 319.) After an introductory section devoted to defining the nature and purpose of party in society, we take up the impact of such electoral institutions as the electoral college and single-member district/simple plurality method on party politics, coalition formation, and voter choice. Presidential selection, especially as affected by reforms of the 1960s and '70s, is another major concern of the course. Voting behavior is approached from several perspectives, most notably the Downsian rationality model, and some attention is given to contemporary "realignment" and

"dealignment" theories. We consider the rise of political action committees (PACs), campaign consultants, and media campaigning as challenges to the established parties in an "anti-party era." In sum, the course is eclectic, and considers normative, historical, institutional, and behavioral approaches to the subject. Students may expect two in-class examinations and a term paper, the latter likely requiring original or secondary analysis of survey data. Quality of class participation will also be evaluated. No prior computer or statistical experience is assumes, and, though helpful, Political Science 202 is not a prerequisite. (Not offered 1983-84). **Buell. 4**

**332—PUBLIC OPINION IN AMERICAN POLITICS.** This course has four major concerns. First, it focuses on the formation, structure, distribution, expression, and impact of public opinion in American politics. A second, and closely related, topic is the role of public opinion in democratic politics and governmental policy-making. The modes of citizen involvement in politics are a third area of concern, and attention will also be given to the empirical investigation and analysis of political behavior and public opinion. Students will work with survey data, whether gathered as part of an original research project or from available studies. **Buell. 4**

**333—TOPICS IN URBAN POLITICS.** This course focuses on major topical interests in the study of urban politics such as community power models, crime policy for the city, and urban school desegregation. Offered infrequently; major research projects generally required. **Buell. 4**

**347—JUDICIAL BEHAVIOR.** The course is an advanced examination of United States appellate courts. Topics discussed include appellate court jurisdiction, rules, and judicial standards; normative, descriptive, and quantitative models of judicial decision-making; and the impact of judicial actions. Special emphasis is placed on political science research into the activity of the U.S. Supreme Court. **Solomon. 4**

**350—THE SUPREME COURT AND THE POLITICAL PROCESS.** This is the first course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. In this course the activity of the Supreme Court on questions of the institutional arrangement of government, judicial powers, federalism, and the allocation of economic and political resources are examined. **Solomon. 4**

**351—THE SUPREME COURT AND CIVIL LIBERTIES.** This is the second course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. The focus of this course is on the Supreme Court's interpretation of constitutional rights and liberties, with particular emphasis on cases arising under the Bill of Rights and the Fourteenth Amendment's due process clause. Court decisions will be extensively supplemented by social science research. Prerequisite: 350. **Solomon. 4**

**352—SEX DISCRIMINATION AND THE LAW.** Gender and sex roles are among the basic reference points around which American society is organized. They are also used to define economic and political rights and responsibilities. This course examines how American law and legal institutions have created and enforced distinctive and often discriminatory roles in the social, economic, and political spheres for women by comparison to men. Although diverse topics are covered, there are three basic premises which underlie all of them. First, law and legal institutions are a fundamental part of the political processes of American society. Second, law reflects dominant social, political, and economic values of society. Third, as societal values change over time, law, rather than being a neutral force, can serve as either a tool of, or an obstacle to, institutionalizing social change. **Solomon. 4**

**354—CONTEMPORARY ISSUES IN LAW AND SOCIETY.** These courses are designed for students seeking to do advanced work in the judicial subfield. Each course will have a different focus and will permit in-depth examination of selected issues in law and society. Prerequisite: 202 or 262. **Solomon. 4**

**355—INTERNATIONAL POLITICAL ECONOMY.** The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. **Staff. 4**

**357—SOVIET FOREIGN AND MILITARY POLICY.** The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the

United States, Germany, and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. **Bishop. 4**

**359—THE CONDUCT OF AMERICAN FOREIGN POLICY.** An analysis of the major actors and their ideas in the development and determination of American foreign policy. Among the topics covered will be a thematic history of American foreign policy, an analysis of foreign policy decision-making, public opinion and foreign policy, and special topics. No Freshmen. **Sorenson. 4**

**360—PROBLEMS OF AMERICAN DEFENSE POLICY.** An examination of the persistent problems facing the United States in its search for national security in an age of limited wars and nuclear weapons. Topics include the deterrence policy, nuclear weapons and nuclear strategy, the economic costs of defense, alliance politics, conventional military force, and military personnel policy. No Freshmen. **Sorenson. 4**

**370—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS.** This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

**399—ADVANCED TOPICS IN POLITICAL SCIENCE.** A general category used only in the evaluation of transfer credit.

**401-402—SEMINAR.** Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

### Special Topics

**361-362—DIRECTED STUDY.** Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written Consent **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Written Consent Staff. 3-4**

**451-452—SENIOR RESEARCH.** **Written Consent Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Written Consent Staff. 4**

## Psychology

### Faculty

### Chairperson

Samuel J. Thios

### Professor

Janet S. Hyde (1979- )
B.A., Oberlin College; Ph.D., University of California, Berkeley
Charles J. Morris (1969- )
B.A., Denison U.; M.A., Ph.D., U. of Missouri
Samuel J. Thios (1972- )
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

### Associate Professor

James E. Freeman (1976- )
B.A., California State U.; M.A., Ph.D., Bowling Green State U.
Harry Heft (1976- )
B.S., U. of Maryland; M.S., U. of Bridgeport; Ph.D., Pennsylvania State U.
Rita Snyder (1973- )
B.A., U. of Michigan; Ph.D., Indiana U.
Donald G. Tritt (1959- )
B.S., Ohio State U.; Ph.D., U. of Chicago

### Assistant Professor

Bruce W. Darby (1983- )
B.A., Millsaps College; M.A., Ph.D., U. of Florida
Marci C. McCaulay (1981- )
B.A., Indiana U.; Ph.D., U. of Colorado
David P.J. Przybyla (1985- )
B.A., State U. of New York, College at Fredonia; M.S., Purdue U.; Ph.D., State U. of New York at Albany
David Tuber (1985- )
B.A., M.A., Ph.D., Ohio State U.

### Instructor

Marilyn Burgess (1978- )
B.A., Denison University
Frank L. Hassebrock (1983- )
B.A., U. of Illinois; M.A. California State U., Long Beach

### Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

☐ Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;

☐ Stimulating interest and curiosity about human phenomena;

☐ Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, media influences, and conformity;

☐ Developing an understanding of the nature of scientific inquiry and methodology;

☐ Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and philosophy, the psychological questions raised in literature, and psychological assumptions in political and economic theories:

☐ Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

## Major in Psychology

Students may select either the B.A. or B.S. degree. The B.A. in Psychology requires 32 semester-hours of credit in Psychology. Required courses include: General Psychology (100); Research Methods (200); History and Systems (410); Senior Seminar (420); one laboratory course (311, 321, 331, 341, 351) taken concurrently with its accompanying lecture course. Electives from regular offerings in Psychology may be selected to complete the credit hour requirement. Normally, Senior Research (451-452), Individual Work for Honors (461-462), and Directed Studies (361-362) will not be counted toward the minimum requirement for credit hours.

Requirements for the B.S. in Psychology include the above courses and the following: an additional laboratory course selected from those mentioned above (again, taken concurrently with its accompanying lecture course); Statistics for Behavioral Sciences (370); Mathematical Sciences 101 (Survey of Computer Science); Philosophy 403 (History and Philosophy of Science).

All students selecting either the B.A. or B.S. option must demonstrate competency in basic areas of psychology either by 1.) passing the Graduate Record Examination in Psychology with a score of at least 500 or the national mean (whichever is lower), or 2.) passing the departmental competency examination.

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar. Departmental recommendations for honors will be only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools. Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.).

All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

## Major in Psychology (Environmental Studies Concentration)

**See Environmental Studies**

## Minor in Psychology

A minor in Psychology requires a minimum of 21 semester hours of course credit in Psychology. Required courses include:

1. Psychology 100 (4 credit hours)
2. Psychology 200 (3 credit hours)
3. Any one laboratory course with its accompanying lecture (5 credit hours)

Students may select any three electives from regular course offerings in the department to complete the credit hour requirement. Directed studies (Psychology 361-362) normally will not be counted toward the minimum hour requirement.

## Course Offerings

**100—GENERAL PSYCHOLOGY.** A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the department. (Offered each semester.) **Staff. 4**

**199—INTRODUCTORY TOPICS IN PSYCHOLOGY.** A general category used only in the evaluation of transfer credit.

**200—RESEARCH METHODS IN PSYCHOLOGY.** An introduction to the principles of psychological research and elementary statistical analysis. 200 is a prerequisite for all laboratory courses. (Offered each semester). **Staff. 3**

**202—FIELD EXPERIENCE IN PSYCHOLOGY.** This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 32 hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. Arrangements with your field placement site need to be completed prior to final registration. For details regarding this procedure, see the course instructor prior to pre-registration. Consent of the instructor is required for enrollment. **Staff. 2**

**210—CHILD AND ADOLESCENT DEVELOPMENT.** Psychological development especially during the school years. (Offered each semester.) **Hyde, Thios. 3**

**211—ADULT DEVELOPMENT AND GERONTOLOGY.** This course considers the psychological development of adults from young adulthood through old age, including normal and special adult populations. Psychological aspects of adult behavior are examined across different stages of life. The course also considers the psychology of developmental events such as career development, family and community behavior, sex roles, life-long learning, leisure and recreation, stress and coping, and physical illness and death. Implications for social programs or educational interventions with adult populations are examined. **Hassebrock. 3**

**220—SOCIAL PSYCHOLOGY.** The study of the ways in which individuals' thoughts, feelings, and behavior are affected by the actions of other people within a variety of social contexts. Topics covered include social perception, attitude change, aggression, interpersonal attraction, prosocial behavior, social influence, group dynamics, and other aspects of interpersonal behavior. **Darby, Przybyla. 3**

**230—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY.** The study of psychological principles and methods as they apply to business, organizational, and industrial settings. Topics covered include worker motivation and satisfaction, personnel selection and management, leadership, organizational behavior, and the work environment. **Darby. 3**

**240—THEORIES OF PERSONALITY.** Covers major theories of personality with intensive study of at least one theory. In Mr. Tritt's section, readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **McCaulay, Tritt. 3**

**250—ABNORMAL PSYCHOLOGY.** Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. **McCaulay. 3**

**260—HUMAN SEXUALITY.** A survey of biological, psychological, and sociological aspects of sexuality. Topics include sexual anatomy, physiology of sexual response, contraception, human psychosexual development, homosexuality, sexual dysfunction, and sex therapy. **Hyde, Przybyla. 3**

**299—INTERMEDIATE TOPICS IN PSYCHOLOGY.** A general category used only in the evaluation of transfer credit.

**300—SEMINARS.** Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff. 3**

**301—SEMINAR: PSYCHOLOGY OF WOMEN.** This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotheraphy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Hyde, McCaulay. 3**

**302—SEMINAR: PSYCHOLOGY OF BLACKS.** This course reviews psychological research and theories on black people. Topics include the intelligence controversy, athletics, intra- and interracial marriage, discrimination, racism, lifespan development, counseling, gender differences, education, and employment. **Freeman. 3**

**303—SEMINAR: PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** This seminar reviews psychological research on children who have physical, intellectual, behavioral, or sensory characteristics that differ from the majority of children to such an extent that they require special instruction and related services in order to develop to their maximum capacity. Topics include intellectual exceptionalities (mental retardation, gifted and highly creative, learning disabilities), children with sensory disabilities (visual and hearing impairments), orthopedic and other physical disabilities, communication disorders, and behavioral and emotional disorders. **Thios. 3**

**310—PSYCHOLOGY OF LEARNING: LECTURE.** An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman, Morris. 3**

**311—PSYCHOLOGY OF LEARNING: LABORATORY.** Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman, Morris. 2**

**320—ENVIRONMENTAL PSYCHOLOGY: LECTURE.** An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft. 3**

**321—ENVIRONMENTAL PSYCHOLOGY: LABORATORY.** Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 320. **Heft. 2**

**330—COGNITIVE PSYCHOLOGY: LECTURE.** How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, artificial intelligence, and educational application. **Hassebrock. 3**

**331—COGNITIVE PSYCHOLOGY: LABORATORY.** Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock. 2**

**340—SENSATION AND PERCEPTION: LECTURE.** The course involves an analysis of the structure of sensory receptors and their functional characteristics, as well as an examination of the psychological processes which account for perception of the environment. Topics include sensitivity to light, sound, touch; color and shape perception; depth and motion perception; perceptual adaptation, and perceptual illusions. **Heft, Snyder. 3**

**341—SENSATION AND PERCEPTION: LABORATORY.** Offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. **Heft, Snyder. 2**

**350—PHYSIOLOGICAL PSYCHOLOGY: LECTURE.** Physiological psychology is a survey of biological approaches to the understanding of behavior and other psychological processes. Some topics that will be examined include: neuroanatomy, drugs, stress, sleep, eating and drinking, sexual behavior, emotionality, abnormal behavior, learning and memory. This course emphasizes the roles played by the nervous system and hormones in the behaviors examined. **Freeman, Snyder, Tuber. 3**

**351—PHYSIOLOGICAL PSYCHOLOGY: LABORATORY.** The lab emphasizes the techniques and research designs used by physiological psychologists. Labs will survey animal brain surgery, development of behaviors, and human biofeedback. Emphasis will be placed on animal and human research techniques. Must be taken concurrently with 350, or by consent. **Freeman, Snyder, Tuber. 2**

**360—INTRODUCTION TO CLINICAL AND COMMUNITY PSYCHOLOGY.** A study of assessment, intervention, and evaluation strategies within the fields of clinical and community psychology. Topics include clinical interview, psychological testing, needs assessment, consultation and education, crisis intervention, and program evaluation. The relationship between theory and practice will be considered from a variety of perspectives including psychoanalytic, behavioral, humanistic, and family systems.
**McCaulay. 3**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**370—STATISTICS FOR BEHAVIORAL SCIENCES.** An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation. Not open to those with credit in Mathematical Sciences 102. **Hyde, Snyder. 4**

**380—BEHAVIOR GENETICS.** A study of genetic influences on behavior, including a review of genetics and an introduction to quantitative (statistical) genetics. Also includes the study of genetic influence on intelligence and psychopathology. **Morris. 3**

**390—HUMANISTIC AND EXISTENTIAL PSYCHOLOGY.** This course provides for an examination and inquiry into Humanistic and Existential thought as they pertain to an understanding of complex human experiencing and behavior. As participants in the course each student will be expected to explore the workings of the concepts in themselves and assist others in this effort. Writings will be discussed with implications for psychological theory, research, and education. Readings will be discussed with implications for psychological theory, research, education, and the helping professions. **Tritt. 3**

**399—ADVANCED TOPICS IN PSYCHOLOGY.** A general category used only in the evaluation of transfer credit.

**410—HISTORY AND SYSTEMS OF PSYCHOLOGY.** This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Staff. 3**

**420—SENIOR SEMINAR.** The seminar will focus upon major perspectives and fundamental issues within the discipline, the goal being to encourage students to develop an integrated framework from which to investigate and analyze psychological events. A second purpose is to provide breadth in the student's knowledge of major theories and concepts in the discipline. **Staff. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Religion

## Faculty

### Chairperson

David O. Woodyard

### Professor

Walter Eisenbeis (1961- )
Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago
David O. Woodyard (1960- )
B.A., Denison U.; M.Div., Union Theological Seminary; D. Min., Vanderbilt Divinity School

### Associate Professor

Joan M. Novak (1979- )
B.S., U. of Nebraska; Ph.D., U. of Iowa

### Assistant Professor

John L. Jackson (1974- )
B.S., Miles College; M.Div., Harvard Divinity School
Patricia Y. Mumme (1985- )
B.A., Wake Forest U.; Ph.D., U. of Pennsylvania

### Visiting Lecturer

Laurie Simon (1985- )
B.A., Dickinson College

## Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: persons as individuals and social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

## A Major in Religion

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world view. The courses for the achievement of these objectives will be chosen in consultation with the staff.

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the Senior Seminar or its equivalent. Most courses in the department fall within four divisions. Majors are required to select courses from each division as follows:

Religious Studies (2 courses): 202, 203, 210, 217, 317, 324, 340B
Biblical Studies (1 course): 211, 212, 308, 309
Non-Western Studies (1 course): 214, 215, 336
Theological Studies (2 courses): 201, 224, 228, 229, 301, 350k, ID 392

## A Minor in Religion

Each student who aspires to a minor in the academic study of religion develops his/her selection of courses in consultation with the chairperson. Any minor at Denison requires structure, and the Department 7strongly recommends7 that students fulfill the requirement of five courses by taking Religion 201 (The Reality of God), Religion 211 or 212 (Introduction to Old or New Testament), Religion 215 (Hinduism and Buddhism), Religion 224 (Christian Ethics), plus an elective. A 100-level course taken to fulfill the General Education requirement may count as one of the five courses. Each student who minors in Religion is expected to participate in a Senior Seminar or its equivalent.

## Course Offerings

**101—INTRODUCTION TO THEOLOGY.** Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon the phenomenon of faith, Protestant and Catholic versions of Christianity, the relation of God and the world, and the viability of religious truth claims. **Woodyard. 4**

**102—ETHICS, SOCIETY AND THE MORAL SELF.** An introductory course in religious ethical alternatives and contemporary moral practice. Issues explored will include the relation of faith, reason, and situation in determining the good, the right, or the fitting and the place of law, rules, and love in the achievement of ethical objectives. Practical applications will vary but usually include sexual ethics, war, and social justice. **Novak. 4**

**103—WORLD RELIGIONS.** An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture. **Mumme. 4**

**199—INTRODUCTORY TOPICS IN RELIGION.** A general category used only in the evaluation of transfer credit.

**201—THE REALITY OF GOD.** An introductory study on the problem of God. The course will consider the nature of God, the possibility of knowing God, the relation between our knowledge of ourselves and the knowledge of God, God's relation to the world, and the function of experience in affirming the divine. Readings will include contemporary theologies and their antecedents. **Woodyard. 4**

**202—JEWISH STUDIES.** The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. **Rabbi Simon. 3**

**203—THINKING, UNDERSTANDING, BELIEVING.** This course will attempt to show how thinking, understanding, and believing are general characteristics of human existence. Various efforts to investigate these characteristics have been made in human history by philosophers and theologians. All have started

from a specific world view which in each case has been adopted as the basis of reality and truth and thus influenced the interpretation of the nature of thinking, understanding, and believing. **Eisenbeis. 4**

**210—THE NATURE OF RELIGION.** The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself. **Eisenbeis. 4**

**211—INTRODUCTION TO THE OLD TESTAMENT.** This course introduces into the major areas of Old Testament studies: the history of Israel and early Judaism; the literature (authorship and authenticity of text, origin and development of genres); religious phenomena and the main themes of Old Testament literature (theology). All the materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

**212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE.** This course introduces into the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the New Testament literature (authorship and authenticity of text, origin and development of genres); religious phenomena and main themes of New Testament literature (theology), the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

**213—HISTORY OF CHRISTIAN THOUGHT.** A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied. **Staff. 4**

**214—THE SELF: EAST AND WEST.** An investigation of Asian and Western views of human nature and the self. Special attention will be given to Hindu Samkhya and Vedanta positions; Theravada Buddhist views; and to Kierkegaard and Augustine. **Mumme. 4**

**215—HINDUISM AND ZEN BUDDHISM.** Classical and contemporary forms of the great Indian religions. Study of central teaching and practices, with reading of translations of representative sacred texts. **Mumme. 4**

**217—SECTS AND CULTS.** A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religious to society. **Mumme. 4**

**224—CHRISTIAN ETHICS.** An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of love and justice, the dialogic character of human existence and whether rules have a place in Christian ethics. Practical applications vary, but usually include issues related to economic justice, medical ethics, and the use of violence. **Novak. 4**

**228—BLACK RELIGION AND BLACK THEOLOGY.** An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

**229—WOMEN AND WESTERN RELIGION.** An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. The course asks whether the Bible and Western theological systems have supported male dominance and/or provided opportunities for female growth and freedom. A variety of views will be considered, including feminists who attack Christianity as essentially sexist and liberation theologians who claim true Christians should embrace feminism. **Novak. 4**

**299—INTERMEDIATE TOPICS IN RELIGION.** A general category used only in the evaluation of transfer credit.

**301—A MAJOR THEOLOGIAN.** An advanced course focusing upon a theologian whose impact has been pervasive in the development of theology, e.g. Martin Luther, Saint Augustine, Friedrich Schleirmacher, Paul Tillich, Soren Kierkegaard, Karl Barth, Emil Brunner, Jurgen Moltmann. **Staff. 4**

**308—NEW TESTAMENT STUDIES.** Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultman, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

**309—OLD TESTAMENT STUDIES.** Study in depth of specific problems in Old Testament research. Due to the nature of the course, the contents vary from semester to semester. Concentration will always be on one topic. Examples are: one Old Testament writing (for instance, Genesis, Isaiah, Psalms, Job), key concept of Old Testament theology, the theology of Martin Buber or of Abraham Heschel, problems of Old Testament literature, Hebrew poetry, the Israelite prophets, Israelite culture and its relation to the ancient Near East, biblical archaeology. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

**317—RELIGION AND SOCIETY.** (See Sociology/Anthropology 317) **Woodyard. 4**

**324—RELIGION AND PSYCHOLOGY.** An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to the operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. **Woodyard. 4**

**336—COMPARATIVE RELIGIOUS MYTHOLOGY.** The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study. **Mumme. 4**

**340—SEMINAR—MODERN BLACK LITERATURE AND BLACK RELIGION: A MERGER OF IDEAS.** The course is an intensive exploration of the topic "Black Nationalism and Black Identity" through primary and secondary religious sources (sermons, autobiographies, theological treatises) and through literature (fiction, poetry, and drama). Students will be exposed to a number of non-traditional learning experiences including black nationalistic churches and storefront churches. 1981-82. **Jackson/Lee. 4**

**350—SENIOR SEMINAR.** **Staff. 2**

**350—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES.** Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. **Woodyard/King. 4**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**392—ETHICAL DECISIONS IN MEDICINE.** (See I.D. 392) **Stukus, Novak. 4**

**399—ADVANCED TOPICS IN RELIGION.** A general category used only in the evaluation of transfer credit.

**451-452—DIRECTED RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Sociology/Anthropology

## Faculty

### Chairperson

Leonard H. Jordan, Jr.

### Professor

Donald M. Valdes (1953- )
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

### Associate Professor

Leonard H. Jordan, Jr. (1976- )
B.A., Millsaps College; M.A., Ph.D., Louisiana State U.
Bahram Tavakolian (1979- )
A.B., M.A., Ph.D., U. of California at Los Angeles

### Assistant Professor

Susan E. Diduk (1984- )
B.A., College of William and Mary; M.A., U. College London, U.K.
George F. Lord, III (1985- )
B.A., College of William and Mary; M.A., Ph.D., Louisiana State U.
Kent A. Maynard (1981- )
A.B., U. of Redlands; M.A., Ph.D., Indiana U.
Judith Thomas (1985- )
B.A., Southern Methodist U.; M.A., Teachers College; M.A., Ph.D., Columbia U.

## Departmental Guidelines

### Major in Sociology/Anthropology

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests are primarily in a liberal education and who wish to use the disciplines to understand sociocultural institutions and sociocultural changes as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, or other human service careers; (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career. Off-campus experiences are available for students to supplement traditional course offerings.

A major in sociology/anthropology must complete successfully nine courses within the department. Five of those courses comprise a core curriculum including S/A 100 or S/A 150, 200, 250, 316, and 420. The other four courses must be selected from among the following five categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure

and Inequality; Studies of Sociocultural Change; and Studies of Social Applications and Social Policy. Students must select at least one course from four of the five categories.

## Minor in Sociology/Anthropology

Completion of a minor in sociology/anthropology requires a student to successfully complete S/A 100 or S/A 150, 200, either S/A 316 or 250 and additional courses from two different categories of electives to a total minimum of 20 credits. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

## Major in Sociology/Anthropology (Environmental Studies Concentration)

**See Environmental Studies**

## Course Offerings

**100—PEOPLE, CULTURE, AND SOCIETY.** An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. Attempts to show how a sociocultural approach addresses these questions in an integrated framework. Basic paradigms and implications of this approach are evaluated in terms of their utility for understanding our own and other societies. This course satisfies the Social Inquiry requirement. No prerequisite. **Staff. 4**

**150—AMERICAN SOCIETY: SOCIAL STRUCTURE AND SOCIAL ISSUES.** An introduction to American Society, social structures, and social institutions. The course will examine major social issues and their relationship to personal problems as experienced by a wide range of people at home, at work, and at play. In addition to patterns of economic and political power, such trends as industrialization and urbanization will be related to a number of social problems: racism, sexism, alienation, crime, resource depletion and environmental pollution. This course satisfies the American Social Institutions Requirement. No prerequisite. **Staff. 4**

**199—INTRODUCTORY TOPICS IN SOCIOLOGY/ANTHROPOLOGY.** A general category used only in the evaluation of transfer credit.

**200—THE DEVELOPMENT OF SOCIAL THOUGHT.** An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, and other significant authors of the nineteenth and early-twentieth centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: 100 or 150 or consent. **Staff. 4**

**250—SOCIOCULTURAL METHODS.** This course provides experience in the design and implementation of sociocultural research. In addition to current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistemological issues that underlie social research, the ethical questions involved in research, and the assumptions on which various research strategies are based. Students will be involved in actual research experiences which allow them to apply the information of the course. Required of majors. Prerequisite: 100 or 150 or consent. **Lord. 4**

**299—INTERMEDIATE TOPICS IN SOCIOLOGY/ANTHROPOLOGY.** A general category used only in the evaluation of transfer credit.

**310—SEXUAL INEQUALITY.** This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores the structural and historical causes and consequences of inequality in a number of institutional settings: the family, the work place, the political arena, religious activity and face-to-face interactional contexts. Although its primary focus is American society, the course compares problems of sexual inequality in American society to other, quite different, societies in order to gain a comparative understanding of

how discrimination, prejudice, and structural inequality create special problems for women wherever they are found. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men in this decade. This course satisfies the minority/women's studies requirement and has no prerequisite.

**Diduk, Thomas. 4**

**311—LAW, CRIME AND SOCIETY.** Alternative definitions of criminality are examined and the ideological and empirical bases of the legal system are analyzed. Attention is directed toward traditional, white-collar, corporate, and political crimes, as well as the generation and implications of social control and dispute-settling mechanisms. No prerequisite. **Thomas. 4**

**312—MINORITY RELATIONS.** While the phenomenon of minority relations, ranging from conflict to pluralism, is world-wide and an examination of these relationships will be explored from a cross-cultural perspective, the major thrust of this course is an examination of minority relations within the United States. We will explore the contexts within which race and ethnic relations developed, the social structure in which contemporary minority relations exist today and the major forces and directions of change. This course satisfies the minority/women's studies requirement and has no prerequisite.

**Lord, Valdes. 4**

**313—THE FAMILY AND KINSHIP.** The analysis of the family as an institution, its interrelationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 100 or 150 or consent. **Diduk, Thomas. 4**

**314—NATIVE AMERICANS.** This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course concentrates on the culture of the Native Americans. Prerequisite: 100 or 150 or consent

**Staff. 4**

**315—WORK IN SOCIETY.** A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior and control of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 100, 150 or 200. Required of majors. **Tavakolian. 4**

**316—CONTEMPORARY SOCIOCULTURAL THEORY.** Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Prerequisite 100, 150 or 200. Required of majors. **Staff. 4**

**317—RELIGION AND SOCIETY.** This course investigates the relationships between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: consent. **Maynard, Woodyard. 4**

**318—EDUCATION AND SOCIETY.** A study of educational institutions, their social functions, and their interrelationships with other social institutions. Prerequisite: 100 or 150 or consent. **Staff. 4**

**319—INDIAN SOCIETIES OF LATIN AMERICA.** Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. Ethnographic case studies will be utilized in order to assess the impact of cultural domination of indigenous societies and attempts to maintain their traditional ways of life. Prerequisite: 100 or 150 or consent. **Maynard. 4**

**320—CASE STUDIES IN ETHNOGRAPHY.** An investigation of methodological and theoretical principles in ethnographic research. Analysis of the nature and causes of human cultural diversity. Prerequisite: 100 or consent. Prerequisite 100 or 150 or consent. **Tavakolian, Maynard. 4**

**321—WOMEN IN DEVELOPING SOCIETIES.** The focus of this course will be on two interrelated issues: 1.) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2.) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeco-

nomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite 100 or 150 or consent. **Tavakolian. 4**

**322—PEASANT SOCIETY AND CULTURE.** A majority of the present human population is defined by the characteristics of peasantry. Such peoples are rural, pre-industrial, agricultural food-producers subject to the external political and economic domination and control of the market, the town, and the centralized state. In this course we will examine the patterned regularities of socioeconomic institutions and ideology found in such societies. Prerequisite: 100 or 150 or consent. **Staff. 4**

**323—PEOPLES AND CULTURES OF THE MIDDLE EAST.** The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. Prerequisites 100 or 150 or consent. **Tavakolian. 4**

**324—HUMAN AND CULTURAL EVOLUTION.** As anthropology understands it today, the evolution of our species proceeded on two fronts, the physical and the cultural. We are thus interested in the process of evolution, considering the arising of the primates and the factors that led to humanity's branching off; in fossil homonids; "race" and the biological differences between populations; and physical variations within a given population. As to culture, humanity's unique adaptation to the environment, we need to treat this in parallel fashion, from the late Pleistocene to urbanization. Prerequisite: 100 or 150 or consent. **Staff. 4**

**330—COMPARATIVE SOCIAL INSTITUTIONS.** This course analyzes contemporary and past forms of sociocultural organization of cultures throughout the world. Bases of structures, crises and consequences produced, and interactions among these forms are addressed. Prerequisite: 100 or 150 or consent. **Staff. 4**

**331—CULTURE, SOCIETY, AND THE INDIVIDUAL.** An examination of the relationship between individuals, their society, and culture. The impact of society and culture on individual behavior, personality development, and modes of thought will be investigated in detail. Both Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or 150 or consent. **Maynard, Tavakolian. 4**

**332—SOCIALIZATION AND CULTURE.** An examination of the relationship between individuals and their society. Major emphasis will be given to the processes by which individuals learn to participate in their society. The impact of society on individual behavior, personality development, and thinking will be investigated in detail. Prerequisite 100 or 150 or consent. **Diduk, Thomas. 4**

**333—CAUSES AND CONSEQUENCES OF CHANGE.** Study of the sources, mechanisms, and directions of sociocultural change throughout the world. We focus, in particular, on different theoretical models of change, and attempts to introduce planned change. A wide variety of American and non-Western examples will be used in analyzing such concepts as evolution, revolution, urbanization, Westernization, development, and cultural dominance. Prerequisite: 100 or 150 or consent. **Jordan. 4**

**334—URBANIZATION AND URBAN CULTURE.** This course explores characteristics of urban and other communities; life styles in modern communities; the impact of modern urban life on human behavior; and processes associated with urbanization and modernization on a world-wide perspective. Prerequisites: 100 or 150 or consent. **Staff. 4**

**335—COMPARATIVE THERAPEUTIC SYSTEMS.** The course considers the sociocultural bases of both Western and non-western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. Prerequisites: 100 or 150 or consent. **Maynard. 4**

**340-SOCIAL REVOLUTIONS OF THE TWENTIETH CENTURY.** Social movements, especially social revolutions, are viewed as primary means of social change. The course will focus on the Chinese, Russian, and present-day social revolutions. An analysis will be made of their causes, dynamics, and consequences. Prerequisite: 100 or 150 or consent. **Jordan. 4**

**341—CAPITALISM, DEPENDENCY, AND UNEQUAL DEVELOPMENT.** Since the late seventeenth century, the world has increasingly been dominated by a single market economy. The dynamics of this expanding process is responsible for the underdevelopment of Third World countries, a condition from which stem a wide variety of human consequences. This course is designed to understand the social, political, and geographical factors contributing to the spatial distribution and the disparities involved in this dynamic process of sociocultural changes. Prerequisite: 100 or 150 or consent. **Lord, Jordan. 4**

**342—DEVIANCE AND SOCIAL CONTROL.** In this course we will explore the structures and processes by which conceptions of deviance are formed, reactions to deviance are developed and maintained, and patterns of deviance are supported by institutional arrangements in the society. These questions of deviance presented in the social sciences and of "common sense" notions of deviance. No prerequisite. **Lord. 4**

**344—ENERGY, TECHNOLOGY, AND SOCIETY.** A great variety of sociocultural problems grow out of the fact that human sociocultural systems are material systems which can survive only by transforming natural environmental resources into usable energy. This transformation takes place through culturally developed technologies which vary from one cultural setting to another. This course examines the relationships among environmental resources, culture, technology, energy, and the human problems generated by their interaction. Prerequisite: 100 or 150 or consent. **Jordan. 4**

**345-346—SPECIAL PROBLEMS.** Special offerings will be made from time to time in topics not covered in regular courses. (Examples: the social science of literature; cultural foundations of Iran and Afghanistan; applied sociology and anthropology.) Prerequisite: consent. **Staff. 4**

**347—POWER IN SOCIETY: CLASS, STATUS, AND INEQUALITY.** The costs of inequality to the society, the attempts to lessen its effects, the class structure relations that mitigate against critical review of the distribution of the world's resources, and the elements of an equitable social order will be examined within a humanist perspective which emphasizes the international structures of dependency and exploitation. Prerequisite: 100 or 150 or consent. **Jordan, Lord. 4**

**361-362—DIRECTED STUDY.** Credit earned will be determined by departmental evaluation. **Staff.**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN SOCIOLOGY/ANTHROPOLOGY.** A general category used only in the evaluation of transfer credit.

**420-421—SENIOR RESEARCH SEMINAR.** An integrative and reflective course designed to be a culmination of the student's work in the major. The topics focus on dimensions of the relationship between self and society, including our relationship to the knowledge we have been acquiring, our relationship to the world in which we live, and the search for a proper definition of the relationship between skills and values. Note: This is a two-semester course. Required of majors. **Jordan, Maynard. 2**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Speech Communication

## Faculty

### Chairperson

Richard Markgraf

### Professor

William R. Dresser (1960- )
B.A., Denison U.; M.A., Ph.D., Northwestern U.
Richard Markgraf (1966- )
B.S., M.S., Ph.D., U. of Wisconsin, Madison

### Assistant Professor

Suzanne E. Condray (1980- )
B.A., East Texas Baptist College; M.A., Colorado State U.; Ph.D., Louisiana State U.
Kevin M. Carragee (1983- )
B.A., Adelphi U.; M.S., Shippensburg State College; Ph.D., U. of Massachusetts

### Visiting Lecturer

Leigh Makay (1985- )
B.A., U. of Central Arkansas; M.A., Wright State U.
Barbara Thios (1976- )
B.S., West Virginia U.; M.Ed., U. of Virginia

## Departmental Guidelines

### Major in Speech Communication

A student major in Speech Communication must elect a minimum of 29 semester hours of credit in the Department. A student who chooses a **General Speech Communication** emphasis must take 110, 221, 222, and 409. A student who elects a **Mass Media Concentration** must take 223, 225, 226 or 228, 350-2 and 409. Students concentrating in **Speech Science** must take 252, 329, 330, 331, and 409.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

### Minor in Speech Communication

To attain a Minor in the Department of Speech Communication, a student must successfully fulfill 19 credit hours from departmental offerings. A student desiring a Speech Communication Minor must concentrate in one of the three areas: 1.) Mass Media, 2.) General Speech Communication, or 3.) Speech Science. The core course requirements for each Speech Communication concentration are as follow:

**Mass Media**

| | |
|---|---|
| 225 Radio and Television in Society | 3 credits |
| 226 The Social Impact of Mass Media | 4 credits |
| 228 Mass Media and Government: The Politics of Control | 4 credits |
| **OR** | |
| 308 Mass Media Writing and Criticism | 3 credits |
| Electives | 8 or 9 credits |

**General Speech Communication**

| | |
|---|---|
| 110 Dimensions of Speech Communication | 4 credits |
| 221 Group Discussion 3 credits | |
| 222 Argumentation and Debate: Contemporary Social Issues | 3 credits |
| 312 Communication Theory and Criticism | 4 credits |
| Electives | 5 credits |

**Speech Science**

| | |
|---|---|
| 252 The Bases of Speech | 3 credits |
| 330 Voice and Diction | 3 credits |
| 331 Introduction to Speech Correction | 4 credits |
| 350 Seminar: Current Topics in Speech Communication | 4 credits |
| 361-362 Directed Study in Speech Science | 3 credits |
| 361-362 Directed Study (Field Experience) | 3 credits |
| Electives | 3 credits |

In addition, in the senior year each Minor candidate must successfully complete a comprehensive examination in the area of his or her concentration *or* an individual cumulative project (which may or may not be integrated with the student's field of Major study) which demonstrates knowledge of the area of the Speech Communication concentration as well as application and integration of that knowledge.

## Course Offerings

**101—PUBLIC SPEAKING.** A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Dresser, Markgraf, and Staff. 2**

**110—DIMENSIONS OF SPEECH COMMUNICATION.** An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. **Markgraf, 4**

**113—READING ALOUD LITERATURE.** The study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. **Markgraf. 3**

**199—INTRODUCTORY TOPICS IN SPEECH COMMUNICATION.** A general category used only in the evaluation of transfer credit.

**218—SPEECH COMPOSITION.** A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. **Dresser. 3**

**221—GROUP DISCUSSION.** A study of oral communication in the small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills. **Dresser. 3**

**222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES.** A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of argumentative and rebuttal speeches, and orthodox and cross-examination debates. **Markgraf. 3**

**223—PERSUASION.** An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Students will prepare and deliver original persuasive speeches. **Dresser. 3**

**225—RADIO AND TELEVISION IN AMERICA.** The history of radio and television development: a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Carragee and Condray. 3**

**226—THE SOCIAL IMPACT OF MASS MEDIA.** This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. **Carragee and Condray. 4**

**227—RADIO PRODUCTION PROCEDURES.** Not currently offered. **Carragee. 3**

**228—MASS MEDIA AND GOVERNMENT: THE POLITICS OF CONTROL.** An exploration of governmental and non-governmental regulation of electronic and print media in American society. The societal, statutory, and self-regulatory forces that shape mass media are examined in light of First Amendment guarantees. Topics include: control of broadcast programming, regulation of advertising, obscenity and pornography, laws of privacy, and the development of a socially responsible press. **Condray. 4**

**229—WOMEN, MINORITIES AND THE MASS MEDIA.** This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramification of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties. **Condray. 3**

**230—PUBLIC RELATIONS.** An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. **Carragee. 4**

**244—FREEDOM OF SPEECH.** Not currently offered. **Markgraf. 3**

**247—GENERAL SEMANTICS.** Not currently offered. **Dresser. 3**

**252—THE BASES OF SPEECH.** This course examines the production and perception of speech. The anatomical, physiological, acoustical, linguistic, social and psychological natures of oral communication are studied. **B. Thios. 3**

**299—INTERMEDIATE TOPICS IN SPEECH COMMUNICATION.** A general category used only in the evaluation of transfer credit.

**304—INTERPERSONAL COMMUNICATION.** Such aspects of the communication process as self-disclosure, listening, semantic problems in communication, nonverbal communication, and barriers to interpersonal understanding are studied through structured experiences and class discussion. **Dresser. 3**

**308—MASS MEDIA WRITING AND CRITICISM.** A course which examines the informative and persuasive languages of print, radio, and television. Students will prepare and analyze news and feature materials for each medium. **Condray. 4**

**311—AGITATORS, ADVOCATES, AND SOCIAL REFORM.** A study of a limited number of influential 19th and 20th Century speakers, the forces that shaped their speaking, and their impact on their time. **Dresser. 4**

**312—COMMUNICATION THEORY AND CRITICISM.** A study of selected rhetorical, behavioral, and humanistic approaches to communication, with a consideration of their underlying assumptions and implications. **Condray. 4**

**327—SEMINAR IN ADVERTISING COMMUNICATION.** A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lecturers in the field of advertising. **Staff. 3**

**329—APPLIED PHONETICS.** Not currently offered. **B. Thios. 3**

**330—VOICE AND DICTION.** This course is a study of voice (loudness, rate, quality, and expressiveness) and diction (production of individual phonemes — vowels, diphthongs and consonants). Each student tapes and analyzes his/her own use of English. The course concentrates on "how" students are communicating and provides many opportunities for practice. **B. Thios. 3**

**331—INTRODUCTION TO COMMUNICATION DISORDERS.** This course encompasses the wide variety of problems that humans may have in communication, (stuttering, hearing disorders, voice disorders, delayed/disordered language, dysphasia, phonological disorders, etc.). The course examines the nature of the problems, the causes, and the impact on people, as well as theoretical considerations of management. **B. Thios. 4**

**350—SEMINAR: CURRENT TOPICS IN SPEECH COMMUNICATION.**
350-1—Broadcast News
350-2—Media Literacy
350-3—Culture, Communication and Power
350-4—Masa Media and the Presidency
350-5—Political Communication. **Staff. 4**

**361-362—DIRECTED STUDY.** **Staff. 3**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN SPEECH COMMUNICATION.** A general category used only in the evaluation of transfer credit.

**409—SEMINAR IN SPEECH COMMUNICATION.** Readings and reports on special topics. **Markgraf. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# Theatre and Cinema

## Faculty

### Chairperson

Jon R. Farris

### Professor

William Brasmer (1948- )
B.A., M.A., Northwestern U.
R. Elliott Stout (1966- )
B.A., M.A., Ph.D., Ohio State U.

### Associate Professor

Jon R. Farris (1981- )
B.A., Harding College; M.A., U. of Wisconsin; Ph.D., Tufts U.

### Assistant Professor

David A. McLain (1984- )
B.F.A., Texas Christian U.; M.F.A., U. of Oregon
Kurtis Sharp (1985- )
B.S., Illinois State U., M.F.A., U. of Wisconsin-Madison
James F. Zvanut (1983- )
B.A., U. of Missouri; M.F.A., U. of Texas

### Visiting Lecturer

R. Scott Gaillard (1985- )
B.A., Denison U.

## Departmental Guidelines

The majors in theatre and cinema are designed to aid the serious student to develop his or her artistic and intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

The goals of the majors in theatre and cinema are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre and of film, and with experience in practical application of those principles in stage and film production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre and cinema aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for further work and study in the performing arts.

## Required Courses for Majors in Theatre—B.A. and B.F.A.

## B.A. Degree: 40 credits minimum

| | |
|---|---|
| 109—Introduction to the Theatre | (4 credits) |
| 123—Acting I | (3 credits) |
| 144—Technical Theatre I | (3 credits) |
| 201—The Development of Dramatic Art | (4 credits) |
| 203—History of World Theatre | (4 credits) |
| 240—Costuming I | (3 credits) |
| 245—Lighting | (3 credits) |
| 333—Theatre Workshop | (4 credits) |
| 404—Drama Seminar (or approved alternative) | (3 credits) |
| 426—Theory of the Theatre | (3 credits) |
| Electives within the Department | (6 credits) |

## B.F.A. Degree: 55 credits minimum: Performance Emphasis
## 56 credits minimum: Design/Tech Emphasis

| | |
|---|---|
| 109—Introduction to the Theatre | (4 credits) |
| 123—Acting I | (3 credits) |
| 144—Technical Theatre I | (3 credits) |
| 201—The Development of Dramatic Art | (4 credits) |
| 203—History of World Theatre | (4 credits) |
| 240—Costuming I | (3 credits) |
| 245—Lighting | (3 credits) |
| 333—Theatre Workshop | (8 credits) |
| 404—Drama Seminar (or approved alternative) | (3 credits) |
| 415—Play Direction | (3 credits) |

In addition, B.F.A. candidates will complete one of the following sequences:

## Performance Emphasis:

| | |
|---|---|
| 224—Acting II | (3 credits) |
| 290—Voice for the Actor | (2 credits) |
| 331—Acting III | (3 credits) |
| 424—Acting IV | (3 credits) |
| DANCE: Modern and/or Ballet | (4-8 credits) |
| VOICE: Selected from Music 108 (private lessons), Music 161-162 (voice class), or Speech 330 (Voice and Diction) | |

## Design/Technical Emphasis

| | |
|---|---|
| 340—Scene Design | (3 credits) |
| 341—Costume History | (3 credits) |
| 345—Technical Theatre II | (3 credits) |
| 347—Costume Design | (3 credits) |
| 401—Theatre Practicum: a,d,e, or f | (6 credits) |

## Required Courses for Major in Cinema—
## B.A. Degree: 30 credits minimum

| | |
|---|---|
| 104—World Cinema | (4 credits) |
| 109—Introduction to the Theatre | (4 credits) |
| **OR** | |
| 201—The Development of Dramatic Art | (4 credits) |
| 219—Elementary Cinema Production | (4 credits) |
| 326—History of Cinema | (4 credits) |
| 410—Advanced Cinema Production | (4 credits) |
| 412—Theory of Cinema | (4 credits) |
| Electives within the Department | (6 credits) |

## Required Courses for Minor in Theatre: 19 credits minimum

| | |
|---|---|
| 109—Introduction to the Theatre | (4 credits) |
| 201—The Development of Dramatic Art | (4 credits) |
| 333—Theatre Workshop | (1 credit) |
| 426—Theory of the Theatre | (3 credits) |
| Theatre History Course (e.g. 203, 324, 325) | (4 credits) |
| Fundamental Hands-on Course (e.g. 123, 144, 240, 243, 245, 340) | (3 credits) |

## Required Courses for Minor in Cinema: 20 credits minimum

| | |
|---|---|
| 104—World Cinema | (4 credits) |
| 219—Elementary Cinema Production | (4 credits) |
| 326—History of Cinema | (4 credits) |
| 410—Advanced Cinema Production | (4 credits) |
| 412—Theory of Cinema | (4 credits) |

## Course Offerings

**104—WORLD CINEMA.** An introductory study of the dominant theatrical medium of the 20th Century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Offered once per year. No prerequisites. Required of Cinema majors. **Stout. 4**

**109—INTRODUCTION TO THEATRE.** A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, actor, director, and designer through theory and practice. Work on productions is included as lab requirement. **Zvanut. 4**

**121—ELEMENTARY ACTING.** The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major and the major with limited interest in performance. Fulfills Oral Communication requirement. **Staff. 3**

**123—ACTING I: VOICE AND MOVEMENT.** An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to circus, improvisation, and pantomime techniques. Fulfills Oral Communication requirement. The beginning course for majors interested in performance. **Farris, Zvanut. 3**

**143—MAKE-UP.** Make-up for the performer and designer, with an emphasis on facial structure, sculptural, character, fantastic, and special make-up. **Sharp. 2**

**144—TECHNICAL THEATRE I.** Lecture and laboratory in theatrical construction techniques: to include woodworking, metal working, scene painting, and plastics. Work on productions is part of the laboratory experience. **McLain. 3**

**199—INTRODUCTORY TOPICS IN THEATRE AND CINEMA.** A general category used only in the evaluation of transfer credit.

**201—THE DEVELOPMENT OF DRAMATIC ART.** A study of the historical development of the drama and the accompanying theatrical elements from classical to modern times. **Brasmer, Farris. 4**

**203—HISTORY OF WORLD THEATRE.** A survey of the theatrical culture of western civilization. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *comedia dell'artre,* Renaissance and baroque pageantry, classical and romantic opera and ballet, 19th Century melodrama and poetic spectacle, the rise of realism and naturalism; and revolutionary movements in the 20th Century theatre. The approach is a documentary one, concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial.
**Brasmer, Stout. 4**

**219—ELEMENTARY CINEMA PRODUCTION.** An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative form. Each student will complete a series of film projects in 8mm format. Some limited attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. No prerequisites.
**Gaillard. 4**

**224—ACTING II: CHARACTERIZATION.** The factors in the script which determine characterization and the creative development of these factors in specific roles. Prerequisite: 123. **Zvanut. 3**

**225—CONTEMPORARY THEATRE.** Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is $650. **Staff. 2**

**240—COSTUMING I.** An introductory course in costume design and construction techniques. Areas that will be covered are design, research, script analysis, and practical work on costumes, millinery, footwear, costume props, and dyeing techniques. Work on productions is included in the course requirements.
**Sharp. 3**

**243—DRAFTING.** An intensive study in basic drafting techniques used in the theatre, including isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, sections, and light plots. **McLain. 3**

**245—LIGHTING.** Lecture and laboratory to cover the physical properties of light and stage lighting equipment, as well as lighting design for the stage and film. Practical work on productions required. Prerequisite: 144, 243, or consent. **McLain. 3**

**290—VOICE FOR THE ACTOR.** Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Two credits for first semester; repeatable for one credit up to a maximum of six credits. **Zvanut. 1-2**

**299—INTERMEDIATE TOPICS IN THEATRE AND CINEMA.** A general category used only in the evaluation of transfer credit.

**312—CINEMA SEMINAR.** The subject for this seminar will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized generic and stylistic problems in the field. Offered once each year. Research papers, screenings, critical essays, readings. Prerequisites: 104, 219, or 326. Repeatable. **Gaillard, Stout. 4**

**324—HISTORY OF AMERICAN THEATRE.** The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. **Brasmer. 4**

**325—HISTORY OF THE MODERN THEATRE.** Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British theatre in the first four decades of the 20th Century. **Brasmer, Stout. 4**

**326—HISTORY OF CINEMA.** A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th Century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant-garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of cinema majors.
**Stout. 4**

**331—ACTING III: TECHNIQUES IN ACTING SHAKESPEARE.** Study of techniques in speaking Shakespeare's verse—scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 224 or consent. **Farris. 3**

**333—THEATRE WORKSHOP.** Planning, rehearsing, and producing performances for the University Theatre or other faculty supervised performances. 1 or 2 credits per semester with a maximum of 8 credits. **Staff. 1-2**

**340—SCENE DESIGN.** An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. **McLain, Sharp. 3**

**341—COSTUME HISTORY.** The intention of the course is to emphasize the development of historical dress and its relationship to theatrical costume. The course will cover fashions from the classical Greek period to the 1930s, and will place special emphasis on how each period's societal and stylistic influences relate to play production. **Sharp. 3**

**345—TECHNICAL THEATRE II.** Lecture and laboratory in advanced theatrical construction techniques, structural analysis of conventional materials and scenic projections. Work on productions is part of the laboratory experience. Prerequisite: 144. **McClain. 3**

**347—COSTUME DESIGN.** An introductory projects course concentrating on costume design. The course will explore specific problems in costume design, both technical and interpretive. Emphasis is on the importance of thorough historical research to the costume design process. Prerequisite: 241 or consent. **Sharp. 3**

**349—PRODUCTION MANAGEMENT.** An examination of the responsibilities of the production staff in the commercial and non-commercial theatres. This includes discussion of financial, stage, and house management. **Staff. 2**

**361-362—DIRECTED STUDY.** **Staff. 3-4**

**363-364—INDEPENDENT STUDY.** **Staff. 3**

**399—ADVANCED TOPICS IN THEATRE AND CINEMA.** A general category used only in the evaluation of transfer credit.

**401—THEATRE PRACTICUM.** Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation. **Staff. 2-15**

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Dramatic Literature
d. Problems in Theatre Management
e. Advanced Problems in Scene and/or Lighting Design
f. Advanced Problems in Costume Design
g. Special Studies in Children's Theatre **Staff. 2-15**

**404—DRAMA SEMINAR.** Intensive study in a major playwright, genre, form, or theme is the subject. The seminar topic will vary from year to year. Repeatable. Prerequisites: two courses in Dramatic Literature/Theatre History. **Staff. 3**

**410—ADVANCED CINEMA PRODUCTION.** A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219. **Stout. 4**

**412—THEORY OF CINEMA.** An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention will be paid to routine journalistic film criticism, screenings, readings, research, and critical papers. Offered every other year. Prerequisites: 104, or 219, or 326. Required of cinema majors. **Stout. 4**

**415—PLAY DIRECTION.** Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Brasmer, Farris, Zvanut. 3**

**419—CINEMA WORKSHOP.** Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Admission by consent. In addition to the prerequisites of 219 and 410, the student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that the cinema workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* **Gaillard, Stout. 4**

**424—SPECIAL TOPICS IN ACTING.** Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Staff. 1-3**

**426—THEORY OF THE THEATRE.** The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Brasmer. 3**

**441—DESIGN SEMINAR.** Intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on advanced research and skill development. **McLain, Sharp. 3**

**451-452—SENIOR RESEARCH.** **Staff. 4**

**458—SENIOR COMPREHENSIVE PROJECT.** A practical project in performance, design, theatre, management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 3**

**461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

# THE ADMINISTRATIVE STAFF

**Andrew G. De Rocco,** 1984-, President
B.S., Purdue University; M.S., Ph.D., University of Michigan
**Jean K. Stewart,** 1985-, Administrative Secretary

# ACADEMIC ADMINISTRATION INCLUDING STUDENT SERVICES

**Janet S. Hyde,** 1985, Acting Provost
B.A., Oberlin College; Ph.D., U. of California-Berkeley
**William W. Nichols,** 1966- Dean of the College
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
**Alexander F. Smith,** 1980- Dean of Student Life
B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.
**Audrey P. Clapham,** 1983- Associate Dean of the College
B.A., Bates College; M.A.T., Harvard U.; M.A. Boston U.; Ph.D., Union Graduate School
**Stephen R. Schmidt,** 1982- Dean of Religious Life
B.A., Luther College; M.A., St. Johns U.; M.Div., Luther Teological Seminary

## Office of the Provost

**Janet S. Hyde,** 1985, Acting Provost
B.A., Oberlin College; Ph.D., U. of California-Berkeley
**Margery A. Smith,** 1980- Secretary to the Board of Trustees and Staff Assistant to the President/Provost
**Kathryn M. Lapre,** 1984- Director of Computer Center
B.A., M.B.A., Providence College
**James E. Freeman,** 1976- Assistant Director for Academic Computing
B.A., California State U.; M.A., Ph.D., Bowling Green State U.
**Donald M. Valdes,** 1985- Academic Software Specialist
**Mary E. Schilling,** 1979- Affirmative Action Officer and Women's Coordinator
B.A., Southern Illinois U.; M.A., Northwestern U.
**Theodore H. Barclay,** 1962- Director of Men's Intercollegiate Athletics
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
**Cheryl A. Marra,** 1983- Director of Women's Athletics
B.A., Slippery Rock State College

## Office of the Dean of the College

**William W. Nichols,** 1966- Dean of the College
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
**Audrey P. Clapham,** 1983- Associate Dean of the College
B.A., Bates College; M.A. T., Harvard U.; M.A. Boston U.; Ph.D., Union Graduate School

**Marilyn A. Gilbert,** 1981- Director of Financial Aid and Student Employment
B.S., Michigan State U.
**Barbara Lucier,** 1983- Assistant Director of Financial Aid/Coordinator of Student Employment
B.A., Beloit; M.A., Purdue U.
**Carolyn Robertson,** 1979- Assistant Dean for Educational Services
B.A., Denison U.; M.A., Northwestern U.
**Barbara F. Hamlet,** 1985- Assistant Dean for Educational Services
B.A., SUNY Buffalo
**DeWayne Lyles,** 1985- Assistant Dean for Educational Services
B.A., Miles College; M.A., U. of Alabama
**Dennis M. Read,** 1984- Director of the Learning Resources Center
B.A., SUNY, Brockport; M.A., New York U.; Ph.D., U. of Wisconsin, Milwaukee
**Charles B. Maurer,** 1971- Director of the Denison Libraries
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.
**Robert J. Watson,** 1969- Assistant Librarian for Public Services
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany); M.L.S., State U. of New York (Geneseo)
**Che Gil Chang,** 1971- Catalog Librarian
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
**Joann Hutchinson,** 1981- Reference Librarian
B.A., M.L.S., Indiana U.
**Mary Prophet,** 1980- Assistant Reference Librarian
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.
**Roger Blaine,** 1980- Assistant Reference Librarian
B.A., Earlham College; M.A., M.L.S., Indiana U.
**Marilyn Burgess** Director of January Term
B.A., Denison U.
**Larry R. Murdock,** 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.

## Office of the Dean of Student Life

**Alexander F. Smith,** 1980- Dean of Student Life
B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.
**Carol E. Livingston,** 1980- Associate Dean of Student Life
B.S., Southern Illinois U.; M.A., Oakland U.
**Vera L. Byrd,** 1985- Assistant Dean of Student Life
B.A., Mount Union College; M.S., Bowling Green State U.
**Chiquita L. Calloway,** 1985- Assistant to the Deans of Student Life
B.A., Denison U.
**Ellen Sheehau,** 1985- Assistant to the Deans of Student Life
B.A., Denison U.
**Lorraine Wales,** 1975- Director of College Union, Cultural Events and Campus Activities
**Jeffrey W. Pollard,** 1982- Director of Counseling Services
B.S., M.S., Old Dominion U.; Ph.D., U. of Virginia, Charlottesville
**Audrey A. Glenn,** 1982- Assistant Director of Counseling Services
B.A., U. of Delaware; M.A., Ph.D., Ohio State U.

**Nancy J. Cable-Wells,** 1983- Director of Career Planning and Professional School Advising
B.A., Marietta College; M.Ed., U. of Vermont; Ph.D., U. of Virginia
**Molly C. Ingold,** 1983- Assistant to the Director of Career Planning
B.S., M.A., Ohio State U.
**Richard Burrows,** 1984- Coordinator, Recreation/Intramurals and Men's Swimming Coach
A.B., Brown University; M.S., Indiana University

## Office of the Dean of Religious Life

**Stephen R. Schmidt,** 1982- Dean of Religious Life
B.A., Luther College; M.A., St. Johns U.; M.Div., Luther Theological Seminary
**David O. Woodyard,** 1960- Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School
**Laurie Simon,** 1985- Jewish Rabbi
B.A., Dickinson College
**Richard Lebarty,** 1981- Catholic Priest

## ADMISSIONS

**Richard F. Boyden,** 1977-, Director
B.A., Wesleyan U.; M.S., U. of Maine

**Anne M. Baldwin,** 1985- , Senior Associate Director of Admissions
B.A., Wilmington College
**Gordon H. Condit,** 1949-50, 1964- Associate Director of Admissions
B.A., Denison U.; M.A., Case Western Reserve U.
**Cynthia B. Heller,** 1984- Assistant Director of Admissions
B.A., Denison U.
**Debbie R. Hillman,** 1984- Assistant Director of Admissions
B.S., South Carolina State College; M.S., Ohio State U.
**Ross Peacock,** 1982- Assistant Director of Admissions
B.A., Denison U.; M.A., U. of Cincinnati
**Sheryl C. Black,** 1982- Assistant Director of Admissions
B.A., The College of Wooster
**Rebecca E. Fisher,** 1985- Admissions Science Counselor
B.A., Denison U.

## FINANCE AND MANAGEMENT

**J. Leslie Hicks, Jr.,** 1968-, Vice President
B.A., Gettysburg College; M.S., Bucknell U.

**William C. Acklin,** 1976- Director of Business Operations
B.S., Ohio State U.; M.B.A., U. of Dayton
**Frank A. Abele,** 1979- Chief Security and Safety Officer

**Norma S. Franklin,** 1974- Manager of Personnel Services
A. App. Bus., Central Ohio Technical College; B.S., Ohio Dominican College
**Michael O. Frazier,** 1983- Manager of Residence Hall Services & Summer Conferences
B.A., M.S., Northern Illinois U.
**Raymond A. McKenna,** 1955- Manager of Bookstore
B.A., Brown U.
**S.E. Nunamaker,** 1983- Food Service Director
**Dennis J. Harjer** 1983- Manager, Huffman Dining Hall
B.S., Western Michigan U.
**Kenneth W. Fitzhugh,** 1984- Manager, Curtis Dining Hall
B.S., Grand Valley State
**Leonard MacLehose,** 1978- Director of Purchasing
B.S., Rutgers U.
**William J. Sharp, Jr.,** 1969- Director of Physical Plant
B.S., Mch.Engr., Drexel Inst. of Technology
**Seth Patton,** 1979- , Controller
B.S.Ed, M.S.Ed, Bowling Green State U.
**Gwendolyn Williams,** 1949- Assistant Controller
**Peter P. Wieliczko,** 1966- Treasurer
B.S., Babson Inst.
**Jane E. Jones,** 1976- Staff Assistant

## UNIVERSITY RESOURCES AND PUBLIC AFFAIRS

**Mary Jane McDonald,** 1976-, Vice President
B.A., Denison U.

**William J. Seegers,** 1981- Director of Institutional Development
B.A., Hampden-Sydney College; M.A., Princeton U.
**Curtis A. Thompson,** 1979- Director of Planned Giving
B.S., Northern State College; M.S., U. of Oregon
**Thomas B. Martin,** 1970- Director of Alumni Resources
B.A., Denison U.
**Carol H. Bradley,** 1980- Prospect Research Officer
B.A., M.A., U. of Rhode Island
**Stewart B. Dyke,** 1983- Director of Public Affairs
B.J., U. of Missouri
**Karen P. Schumer,** 1979- Events Coordinator
B.A., Loretto Heights College
**Esther T. Weiss,** 1985- Publications Editor
B.A., Indiana U.
**Robert A. Sevier,** 1985- Institutional Marketing and Communications Coordinator
B.A., Northwest Nazarene College; M.S., U. of Oregon

# FACULTY EMERITI

**K. Dale Archibald** (1948-75) Professor-Emeritus of Biology
B.A., Denison U.; B.D., Colgate-Rochester Divinity School; M.A., Ph.D., Ohio State U.

**Francis C. Bayley** (1946-70) Professor-Emeritus of Logic
A.B., Dickinson College; B.D., Drew U.; Ph.D., Columbia U.

**Mary K. Campbell** (1956-79) Lecturer-Emeritus of Art

**G. Wallace Chessman** (1950-51, 1953-1982) Professor-Emeritus of History
B.A., M.A., Ph.D., Harvard U. Denison Alumni Professorship

**Lenthiel H. Downs** (1947-80) Professor-Emeritus of English
B.A., Tusculum College; M.A., Ph.D., U. of Iowa

**Lois E. Engleman** (1948-64) Librarian-Emeritus
B.A., Millikin U.; B.S. in L.S., Western Reserve U.; M.S., Columbia U.

**Donald R. Fitch** (1924-66) Registrar-Emeritus
Ph.B., M.S., Denison U.

**Felicitas D. Goodman** (1969-79) Associate Professor-Emeritus of Sociology
Anthropology Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

**Charles E. Graham** (1953-80) Professor-Emeritus of Geology and Geography
B.S., M.S., Washington State U.; Ph.D., U. of Iowa

**William Hall** (1954-75) Associate Professor-Emeritus of Speech Communication
B.A., M.A., West Virginia U.

**Elizabeth Hartshorn** (1957-72) Professor of Personnel Psychology and Dean of Women-Emeritus
B.S., Connecticut College; M.A., Columbia U.; Ed.D., U. of California at Los Angeles

**Maylon H. Hepp** (1946-73) Professor-Emeritus, Maria Teresa Barney Chair of Philosophy
A.B., M.A., Oberlin College; Ph.D., Brown U.

**Samuel M. Holton** (1956-66) Assistant Professor-Emeritus of Education
B.A., M.S., Denison U.

**Richard H. Howe** (1920-63) Associate Professor-Emeritus of Physics and Astronomy
B.S., M.S., Denison U.

**Horace King** (1931-72) Professor-Emeritus of Art
A.B., A.M., Ohio State U.

**Herman W. Larson** (1944-76) Associate Professor-Emeritus of Music
A.B., Augustana College (S.D.)

**Nancy E. Lewis** (1946-76) Professor-Emeritus, Lorena Woodrow Burke Chair of English
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.

**Parker E. Lichtenstein** (1949-78) Professor-Emeritus of Psychology
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.

**Richard H. Mahard** (1941-80) Professor-Emeritus of Geology and Geography
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

**James L. Martin** (1957-1985) Professor-Emeritus of Religion
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

**Irving E. Mitchell** (1949-77) Professor-Emeritus of Sociology/Anthropology
A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.
**Gail R. Norris** (1949-51, 1959-84) Professor-Emeritus of Biology
B.S., Ohio U.; M.S., Ph.D., Ohio State U.
**Virginia Northrop** (1952-75) Associate Professor-Emeritus of Dance
B.A., William Smith College; M.A., Sarah Lawrence College
**Louis Petito** (1953-79) Controller-Emeritus
B.A., Princeton U.; C.P.A.
**Fred L. Preston** (1949-79) Professor-Emeritus of Modern Languages
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.
**Mattie E. Ross** (1952-85) Professor-Emeritus of Physical Education
B.S.Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.
**Samuel D. Schaff** (1948-78) Professor-Emeritus of Education
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.
**Lee O. Scott** (1952-79) Professor-Emeritus of Religion
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.
**Walter Secor** (1940-75) Professor-Emeritus of French
A.B., Grinnell College; M.A., Ph.D., Columbia U.
**LeRoy G. Seils** (1963-79) Professor-Emeritus of Physical Education
B.A., Denison U.; Ed.M., Ed.D., Boston U.
**Ellenor O. Shannon** (1935-65) Associate Professor-Emeritus, Lorena Woodrow Burke Chair of English
A.B., Tulane U.; A.M., Columbia U.
**Natalie M. Shepard** (1950-73) Professor-Emeritus of Physical Education
B.S., Alfred U.; M.A., Columbia U.; Ed.D., New York U.
**Wyndham Southgate** (1946-75) Professor-Emeritus of History
B.A., M.A., Ph.D., Harvard U.
**Dwight R. Spessard** (1953-81) Professor-Emeritus, Thomas H. Wickenden Chair of Chemistry
B.S., Otterbein College; Ph.D., Case Western Reserve U.
**Brayton Stark** (1927-61) Associate Professor-Emeritus of Music
Mus.B., A.B., Denison U.; A.M., Harvard U.; F.A.G.O.
**Charles W. Steele** (1949-84) Professor-Emeritus of Modern Languages
B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.
**Morton B. Stratton** (1943-76) Professor-Emeritus of History
B.A., Tufts U.; Ph.D., U. of Pennsylvania
**Beatrice P. Stephens** (1947-1984) Director of Alumni-Affairs-Emeritus
A.B., Lawrence U.
**Elizabeth C. VanHorn** (1953-1983) Professor-Emeritus of Physical Education
B.S.Ed., Miami U., M.S. Wellesley College; Ph.D. Ohio State U.
**Samuel C. Wheeler** (1948-78) Professor-Emeritus, Henry Chisholm Chair of Physics
A.B., Miami (O.) U.; M.A., U. of Illinois; Ph.D., Ohio State U.
**Irvin S. Wolf** (1954-76) Professor-Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.

# THE BOARD OF TRUSTEES

**Officers**

**Charles A. Brickman,** B.A., M.A., Chairperson
**John J. O'Neill,** B.A., Vice Chairperson
**Donald B. Shackelford,** B.A., M.B.A., Vice Chairperson/Treasurer
**Margery A. Smith (Mrs. Oden F.)** Secretary

**Members**

(ex-officio) **Andrew G. De Rocco,** B.S., M.S., Ph.D. President

## Class I — Term Expires June 1986

**John W. Alford,** B.A.
Chairman of the Board
The Park National Bank
50 N. Third St.
Newark, OH 43055

***David H. Bayley,** B.A., M.A., Ph.D.
School of Criminal Justice
State University of New York
135 Western Avenue
Albany, NY 12222

***Charles A. Brickman,** B.A., M.B.A.
Vice President
Kidder Peabody & Co., Inc.
125 S. Wacker Dr., Suite 2900
Chicago, IL 60606

**R. Stanley Laing,** B.S., M.B.A.
2850 Kettering Tower
Dayton, OH 45423

***Mary Estey Nash,** B.A.
235 Chatham Way, Hershey's Mill
West Chester, PA 19380

**John J. O'Neill,** B.A.
President
Southgate Corporation
581 Hebron Rd., P.O. Box 396
Newark, OH 43055

***Donald B. Shackelford,** B.A., M.B.A.
Chairman of the Board
State Savings Co.
20 E. Broad St.
Columbus, OH 43215

## Class II — Term Expires June 1987

***Michael D. Eisner,** B.A.
Chairman/Chief Executive Officer
Walt Disney Productions
500 South Buena Vista Street
Burbank, CA 91521

**Edward T. Gardner, Jr.,** B.S.
Investor, Gardner Enterprises, Inc.
HOME: 9 Woodside Road, Deer Park
Greenwich, CT 06830

***Charlotte P. Kessler (Mrs. John W.)**
212 Park Dr.
Columbus, OH 43209

***Richard G. Lugar,** B.A., M.A.
Senator, U.S. Senate
HOME: 7841 Old Dominion Dr.
McLean, VA 22102

***Joseph E. McMahon,** B.A., J.D
President
McMahon & Associates
1331 Pennsylvania Avenue
Washington, D.C. 20004

***Malcolm A. McNiven,** B.A., M.S., Ph.D.
Senior Vice President, Financial Planning & Analysis
Bank of America
180 Montgomery St., 21st. Floor
San Francisco, CA 94104

***John W. Phillips,** B.A., J.D.
Attorney-at-Law
Bricker & Eckler
100 E. Broad St.
Columbus, OH 43215

***Richard E. Speidel,** B.A., J.D., LL.M.
Professor of Law
Northwestern University Law School
357 E. Chicago Ave.
Chicago, IL 60611

***Joseph H. Thomas,** B.A., M.B.A.
President
American Asset Management Company
HOME: 2692 Wadsworth Rd.
Shaker Heights, OH 44122

***Dexter C. Tight,** B.A., LL.B., J.D.
Senior Vice President, General Counsel & Secretary
The Gap Stores, Inc.
HOME: 2744 Steiner St.
San Francisco, CA 94123

## Class III — Term Expires June 1988

*__Ronald S. Beard,__ B.A., J.D.
Attorney at Law
Gibson, Dunn & Crutcher
2029 Century Park East, Suite 4200
Los Angeles, CA 90067

*__Wallace H. Dunbar,__ B.A., M.B.A.
Chairman of the Board
Trojan Luggage Co.
9213 U.S. Highway 42
Prospect, KY 40059

*__Edgar W. Holtz,__ B.A., J.D. LL.B.
Attorney at Law
Hogan & Hartson
815 Connecticut Ave., N.W.
Washington, D.C. 20006

__Clifford A. Tyree,__ B.S.
Tyree Community Service
65 Jefferson Avenue
Columbus, OH 43215

*__Philip Oxley,__ B.A., M.A., Ph.D.
President
Tenneco Oil Co.
P.O. Box 2511
Houston, TX 77001

__Ronald S. Paul,__ B.S., M.S., Ph.D.
President/Chief Operating Officer
The Battelle Memorial Institute
505 King Ave.
Columbus, OH 43201

*__J. Reid Anderson,__ B.A., M.S., M.S.
Chairman of the Board
Verbatim Corp.
HOME: 12572 Corbetta Lane
Los Altos Hills, CA 94022

*__Kimberly A. Mallarnee,__ B.A.
Department of Physics & Astronomy
The Johns Hopkins University
34th & Charles Street
Baltimore, MD 21218

## Trustees Elected from Alumni Nomination

*__John N. Taylor, Jr.,__ B.A., M.B.A.
(Term Expires June 1986)
President and Chief Executive Officer
Kurz-Kasch, Inc.
2271 Arbor Blvd., P.O. Box 1246
Dayton, OH 45401

*__Mary Jane LeVan Armacost,__ B.A.
(Term Expires, June 1987)
720 Eucalyptus Ave.
Hillsborough, CA 94010

*__Thomas G. Reading,__ B.A.
(Term Expires June 1988)
HOME: 16804 Holbrook Rd.
Shaker Heights, OH 44120

*__Harry C. "Buck" Niehoff,__ B.A., J.D.
(Term Expires June 1989)
Attorney at Law, Partner
Peck, Shaffer & Williams
2200 First National Bank Center
Cincinnati, OH 45202

*__Gale Ronald Colwell (Mrs. Douglas A.,)__ B.A.
(Term Expires, June 1990)
Executive Director
The Community House
HOME: 1300 Indian Mound West
Birmingham, MI 48010

*__A. Steffen Wright,__ B.A.
Term Expires, June 1991
Vice President
Chase Manhattan Bank
HOME: 309 West 86th Street
New York, NY 10024

## Life Trustees

__Joseph A. Anderson,__ B.S., LL.D. (1962-72)
3301 Hawthorne Dr.
Flint, MI 48503

__Frederick C. Crawford,__ B.A., M.C.E., D.Eng., LL.D. (1943-71)
Honorary Chairman
TRW, Inc.
23555 Euclid Ave.
Cleveland, OH 44117

*__Charles W. Deeds,__ B.S., M.B.A., LL.D. (1947-72)
100 Constitution Plaza, Room 768
Hartford, CT 06103

*__Alice McCann James,__ B.A. (Mrs. Harold A.) (1938-71)
4922 Courville Rd.
Toledo, OH 43623
*__Phil G. Mavon,__ A.B., (1961-73)
831 Solar Dr.
Ft. Lauderdale, FL 33301
__Everett D. Reese,__ B.S., LL.D. (1953-71)
6 Sessions Drive
Columbus, OH 43209
*__George M. Roudebush,__ Ph.B., LL.B. (1941-74)
Attorney at Law
Roudebush, Brown, Ulrich Co., L.P.A.
635 National City Bank Building
Cleveland, OH 44114
*__Norman F. Smith,__ B.S. (1958-73)
19901 Van Aken Blvd., Apt. A203
Shaker Heights, OH 44122
__John H. Thomas,__ B.S. (1970-82)
106 Moorings Park Dr., Apt. 103C
Naples, FL 33942
*__Dexter J. Tight,__ B.S., M.S., (1945-69)
170 Wildwood Way
Woodside, CA 94162
*__Maurice J. Warnock,__ B.S., (1965-77)
191 Eshelman Rd.
Lancaster, PA 17601
*__Ford R. Weber,__ B.S., (1942-70)
5330 Harroun Road
Crestview Apts.
Sylvania, OH 43560
*__John E. F. Wood,__ A.B., M.A., LL.B., LL.D. (1947-83)
55 Round Hill Rd.
Scarsdale, NY 10583

*Indicates Denison Alumnus

# Index


Academic Administration ..... 188
Academic Probation ..... 24
Academic Regulations ..... 18
Academic Suspension ..... 24
Accreditation and
Recognition ..... Inside Cover
Activity Fee ..... 26
Additional Credit ..... 18
Administrative Staff ..... 188
Admission, early ..... 34
Admissions ..... 34
Admissions—Denison Alumni
Recruiting Teams ..... 36
Admissions, Director of ..... 190
Admissions Tests ..... 34
Advance Deposits ..... 35
Advance Registration ..... 22
Advanced Placement ..... 20
Alumni-Nominated Trustees ..... 197
Annual Costs ..... 26
Art ..... 82
Astronomy ..... 86
Attendance ..... 20
Auditing Classes ..... 27
Bills ..... 29
Bills, deferred payment of ..... 30
Biology ..... 87
Black Studies ..... 56
Board ..... 27
Board of Trustees ..... 194
Books and Supplies ..... 27
Business (Pre-Professional) ..... 78
Calendar ..... Inside Back Cover
Campus Employment ..... 40
Campus Visit ..... 35
Changes in Registration ..... 19
Chemistry ..... 93
Classical Studies ..... 60
College, Dean of ..... 188
Common Application ..... 34
Common Hour ..... 16
Comprehensive Examinations ... 15
Correspondence Study ..... 21
Costs, College ..... 38
Credit Earned by
Advanced Placement ..... 20
Credit Earned Elsewhere ..... 21
Damage Deposit ..... 28
Dance ..... 97
Dean of the College ..... 188
Dean of Religious Life ..... 190
Dean of Student Life ..... 189
Dean's List ..... 18
Deferred Matriculation ..... 36
Degrees ..... 3
Dentistry (Pre-Professional) ... 77, 79
Departmental Majors ..... 82
Deposits ..... 28
Development ..... 191
Directed Study ..... 16
Director of Admissions ..... 190
Early Decision Program ..... 34
Economics ..... 100
Education ..... 104
Educational Planning ..... 15
Educational Studies ..... 64
Eligibility for Re-enrollment .... 25
Employment, campus ..... 40
Endowed Scholarships ..... 42
Engineering (Pre-Professional) .. 78
English ..... 108
Enrollment Deposit ..... 28
Environmental Studies
Concentration ..... 13
Excess Registration ..... 18
Expenses and Billing ..... 26
Extension Study ..... 21
Faculty Emeriti ..... 192
Finance and Management ..... 190
Financial Aid ..... 38
Financial Aid, types of ..... 39
Foreign Language Requirement . 7
Forestry (Pre-Professional) ..... 79
French Area Studies ..... 68
Freshman Studies ..... 9
General Education ..... 5
Geology and Geography ..... 113
Grades Earned Elsewhere ..... 21
Grading ..... 23
Grants ..... 40
Health Services ..... 28
History ..... 117

Honors ..... 4
Honors Project ..... 17
Incomplete Grade ..... 23
Independent Study ..... 17
Individually Designed Majors ... 12
Interdepartmental Majors ..... 56
Interdepartmental Programs .... 53
January Term ..... 16
Jobs, campus ..... 40
Late Registration ..... 19
Latin American Studies ..... 70
Law (Pre-Professional) ..... 78
Life Trustees ..... 197
Loans ..... 40
Majors ..... 11
Mathematical Sciences ..... 122
Medical Technology
(Pre-Professional) ..... 79
Medicine (Pre-Professional) ..... 77
Minors ..... 14
Miscellaneous Bills ..... 29
Modern Languages ..... 127
Motor Vehicle Policy ..... 31
Music ..... 135
Music Fees ..... 27
Natural Resources
(Pre-Professional) ..... 79
Nondiscrimination
Policy ..... Inside Cover
Off-Campus Programs ..... 80
Partial Registration ..... 19
Personal Interview ..... 35
Petition Policy ..... 10
Philosophy ..... 139
Physical Education ..... 144
Physics ..... 154
Plan of Study ..... 3
Political Science ..... 158
Pre-Professional Programs ..... 77
President ..... 188
Provost ..... 188
Psychology ..... 163
Public Affairs ..... 191
Reduced Registration ..... 18
Re-Enrollment, eligibility for .... 25
Refunds ..... 30
Registration ..... 18
Regulations, Academic ..... 18
Religion ..... 169
Residence Requirement ..... 25
Room Deposit ..... 28
Room Rent ..... 27
Safety Glasses Requirement ..... 32
Satisfactory/Unsatisfactory
Grading ..... 24
Scholarships ..... 41
Semester Bills ..... 29
Senior Research ..... 17
Sociology/Anthropology ..... 173
Special Academic Projects ..... 16
Special Fees ..... 28
Special Registration ..... 19
Special Student ..... 25
Speech Communication ..... 178
Statement of Objectives . Inside Cover
Student Classification ..... 20
Student Life, Dean of ..... 189
Theatre and Cinema ..... 182
Transcripts ..... 20
Transfer Admission ..... 37
Tuition ..... 38
Withdrawal from the College ... 22
Withdrawal from Courses ..... 21
Women's Studies ..... 73



LawheadPress
ATHENS, OHIO 45701
22K/85